DOCUMENT RESUME

ED 115 904 CE 005 752

TITLE Career Education Curriculum Guide Hume R-VIII School.
INSTITUTION Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE Jun 75
NOTE 65p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; *Curriculum Guides; *Elementary Secondary Education; *Integrated Curriculum; Junior High Schools; *Learning Activities; Special Education; Vocational Education

ABSTRACT

The book sketches the career education concepts and learning activities which have been developed for inclusion in the academic curriculum of one Missouri school, from kindergarten through secondary grades. Several learning activities are suggested for each elementary grade level. The primary-level activities are intended to increase students' awareness of self and others; the intermediate-level activities emphasize awareness of occupations. Two page special education and remedial reading career education guides supplement recommended commercial materials by indicating very briefly, in the former, learning activities related to 10 occupational clusters; in the latter, activities related to farming and home-making. The section intended for use by junior high and high school teachers is organized by academic or vocational education subject, with several career-related lesson suggestions offered for each. It assumes that only female students will be taking certain sections of the home economics curriculum. The concluding section lists the career education resources available to teachers in the school which produced the career education guide. The book also contains an outline of the career education responsibilities of the guidance counselor at each grade level from 7 to 12 and an overview of the vocational curriculum available in the area vocational-technical school. (AJ)

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C A R E E R E D U C A T I O N

Curriculum Guide

Hume R-VIII School

June, 1975

Project Director: Jimmie Doris Hankey

CE 005 752

CAREER EDUCATION

Definition:

Career Education is the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Goals:

1. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3. To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.

4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

5. To provide services for placing every person in the next step in his development whether it be employment or further education.

6. To build into the educational system greater utilization and coordination of all community resources.

7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

P R E F A C E

The Hume R-VIII School encourages the implementation of Career Education into regular classroom curriculum. It is suggested that at certain grade levels or subject areas these plans be followed by Hume teachers, but by no means should they limit a teacher's additional creative ideas. Please feel free to submit any suggestions you might have to update and improve this guide to the guidance counselor.

Resource Materials, Resource Speakers, and Field Trips available are listed to help you in planning meaningful educational experiences. Please see the counselor if you need additional assistance.

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GUIDANCE COUNSELING

General Objective: Help students have a better awareness of their interests and abilities by gathering data which would serve as a future reference in the career development process.

SUGGESTED GRADE LEVEL: 9

ACTIVITIES:
1. Use Career Discussion Workbook.
2. Take the Kuder Interest Survey, score, interpret, and give each student his interest profile.
3. Group counseling sessions.

MATERIALS NEEDED:
1. Kuder Tests, Manual, profile sheets for group.
2. Career Discussion Workbook (provided by extension).
3. S R A Keys (filmstrip and cassette).

SUGGESTED GRADE LEVEL: 10

ACTIVITIES:
1. Take General Abilities Test Battery. Compare abilities with interests.
2. Study occupational literature where abilities and interests coincide.
3. Group counseling sessions.

MATERIALS NEEDED:
1. General Abilities Test Battery (provided by Statewide Testing and Vo-Tech Counselor).

SUGGESTED GRADE LEVEL: 11

ACTIVITIES:
1. Take college placement tests.
2. Have field trips to area businesses.
3. Study available occupational and educational information. (Much of this will be done in the classroom as a result of this curriculum guide).
4. Group counseling sessions with students.
5. Counselor meet with parent groups.

MATERIALS NEEDED:
1. S C A T (provided by Statewide Testing).
2. Occupational Outlook Handbook.
3. Occupational Outlook Quarterly.
4. Various books and materials listed elsewhere in this guide.

SUGGESTED GRADE LEVEL: 12

ACTIVITIES:
1. Get information relating to scholarships, loans, grants, etc. for above high school.
2. Take Kuder Occupational Interest Survey.
3. Study available information about local jobs - counselor will help set up interviews if desired.
4. Field trips to area businesses.
5. Counselor meet with parent groups.

MATERIALS NEEDED:

1. "Need A Lift" American Legion Scholarship publication.
2. Basic Educational Opportunity Grant and Missouri Grant forms.
3. Kuder Occupational Interest Survey.
4. Filmstrips: Choose the Right College, The College Catalog, Getting Ready for College.
5. Placement file and list of area personnel people.

SUGGESTED GRADE LEVEL: 7-8

ACTIVITIES:

1. Group Counseling Sessions
   A. Special attention to students with poor attendance and grades.
   B. Special attention to help in adjustment to move to high school building.
2. Provide "How to Study" help in cooperation with English class.

MATERIALS NEEDED:

Listed in Resource Section elsewhere in this guide.

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Additional Responsibilities of the guidance counselor may include the following:

1. Order and provide career education materials for teachers.
2. Update the Career Curriculum Guide yearly to meet changing needs upon suggestion of parents, teachers, and administrators.
3. Assist teachers in contacting resource people for the classroom.
4. Keep individual records for each student for reference in career development.
5. Provide an industrial tour in nearby towns for juniors and seniors (especially those who plan to enter the job market upon graduation).
6. Meet with parent groups to get their suggestions in assessing student needs and explain guidance services.
7. Coordinate the high school testing program and order materials.
8. Follow up and assist dropouts and transfers.
9. Help in arranging in-service training for teachers.
10. Maintain contact with area business personnel managers.
11. Using material collected in individual records, make recommendations for placement of students in the Nevada Area Vo-Tech School. Provide attention to their progress and placement.
12. Arrange contacts with college representatives.
13. Provide opportunity for attending High School Day at area colleges.

VOCATIONAL EDUCATION

As a part of the career education program the Nevada Area Vocational-Technical School offers a vocational curriculum which is available to the 11th and 12th grade students of Hume High School. These students have as their primary goal a skill(s) which can be obtained at the Nevada Area Vo-Tech School. Vocational Education is designed to instruct the students in their vocational choices providing them with saleable skills for job entry upon completion of the high school program. The following courses teaching the listed skills are available to the Hume students:

AUTO BODY I & II

Upon completion of this 2-year course the student will have acquired the following skills with some degree of proficiency: Use of Oxy-Acetylene welding equipment; shrinking sheet metal; use of panel spot welders; installation of glass and glass service; straightening panels; spot repair panels; refinish panels; estimating damage cost; adjacent panel protection; working edges; machine polish car; care and use of hand and power tools; vinyl top installation. The following field trips are taken: 1) Ford plant in Kansas City; 2) Chevrolet plant in Kansas City; 3) Local auto body shops.

AUTO MECHANICS I & II

When completing this 2-year program the student will be able to perform, at a level based on his ability, the following skills: Basic hand tools, precision measuring; jacks, lifts, pullers and presses; cleaning equipment and techniques; cylinder head, valve and valve training service; camshaft, timing gear, and chain service; engine blocks, cylinders, rings and rods; engine lubrication; crankshaft, mains, bearings and flywheels; cooling system; ignition system; fuel system; electrical systems; clutch service; standard transmissions and overdrive; automatic transmissions; drive mechanisms; differential and axle; spring and suspension systems; steering gears; brake service; wheels, tires and tire repair service; exhaust systems and control service; air conditioning; job management and pricing.

The following field trips are taken: 1) Ford plant in Kansas City; 2) Chevrolet plant in Kansas City; 3) Plymouth "Trouble Shooting"; 4) Local automobile repair shops.

AGRICULTURAL MECHANICS I & II

After a 2-year course of study in this vocational field, the students are trained in such a way so they can be employed by an agricultural machinery dealership as an agricultural machinery technician. The course consists of: Machinery set-up, adjustment and operation of: plows; discs; planters; mowers, side delivery rakes; balers; haybines; combines; elevators, grain drills; crop sprayers; anhydrous applicators. Also the repair and maintenance of engines and machinery will be taught. Other areas of study are: arc welding; oxy-acetylene welding and cutting; tools; bearings, seals; air conditioning; hydraulics; diesel maintenance; spray painting; electricity.

The field trips consist of visiting these Implement dealerships: Balk - Allis Chalmers; Garton - Massey-Ferguson; Dahmer - Ford; Nevada Implement - John Deere.

BUILDING TRADES I & II

This 2-year course is designed: 1) to give the needed background and experience to secure a job as an apprentice in several of the building trades crafts such as carpentry, masonry, electrical wiring, roofing, heating, and plumbing. 2) to help students develop the skills needed and to find out if they are suited to the type of work they desire to do. 3) to keep students up-to-date on the new methods the tradesmen use today. 4) to develop in the students an ability to get along with fellow workers. The student receives valuable training in actual carpentry performances as a house is erected each year by students in this program.

Research is acquired by visiting job sites, lumber yards, and like places that have to do with construction.

ELECTRONICS I & II

Electronics, a 2-year program, is designed to give basic knowledge in the fundamentals of electricity and electronics, including power supplies, AC circuits, DC circuits, vacuum tubes, transistors and an introduction to communication systems. Skills in the following specific areas will be acquired: Safety practices; use and care of hand tools; soldering; use of ohmmeter; use of ammeter; use of voltmeter; use of oscilloscope; use of tube tester; use of transistor tester (out of circuit); use of function generator; connect circuit for schematic; trouble shoot and isolate circuit faults; signal trace and electronic circuit; repair printed circuit boards.

Field trips are designed to acquaint students with actual world of work experiences. Trips to Zenith Electronics, Springfield, Mo., etc. are planned annually.

To further give application of knowledge the Electronics Class wires the house that the Building Trades Class builds each year.

AIR CONDITIONING & REFRIGERATION I & II

The material presented in this 2-year course is intended for the development of usable skills and technical knowledge in the field of air conditioning, heating and refrigeration. The student is to be given every opportunity to fully acquaint himself with the equipment and tools with which he may be working in the field; and as much as possible will be allocated for the student to do actual work with his hands with the tools and equipment available in the shop. It is also intended that the student be furnished with the available job knowledge through the medium of theory presentation and also discussion, along with demonstration of specific jobs, tools and test instruments used in the air conditioning, heating and refrigeration industry.

Field trips to LaCygne Power Plant, LaCygne, Kansas; Westinghouse in Kansas City; Air conditioning plants in Joplin; help to make a practical application.

Valuable experience is gained each year as this class installs the central air conditioning system in the Building Trades house.

ORIENTATION TO HEALTH OCCUPATIONS

This course will prepare the student to obtain employment as a nurse aide in a hospital or nursing home. It may also serve as an orientation and introduction to several other health service occupations that would require

additional training after high school. Classroom instruction would include units in body structure and functions, understanding self and others, the role of each member of the health team, and the physical and mental needs of the patient. Basic nursing skills such as making beds, bathing and feeding patients, taking and recording temperatures, pulse, and respiration, and many other nursing tasks.

Field trips: A portion of the class will be devoted to observation and experience in health care facilities such as hospitals, doctor's office, dentist's office, x-ray department, medical laboratory, and dietary department. Nurse's aides are employed in hospitals, nursing homes, clinics, doctors' offices and private homes.

BUSINESS EDUCATION

This vocational area of study is divided into three classes:

1) CLERICAL PRACTICE - 2 hours per day for one year.
This is designed to prepare students for initial job entry into the clerical office positions. The course emphasizes further skill and training in the application of typewriting skill, and includes machine operation (electronic calculators, adding machines, transcribing machines, spirit duplicators and mimeograph and introduction to offset printing), filing, telephone etiquette, handling mail, use of sources of information, and the development of a knowledge of basic related office activities.

2) SECRETARIAL PRACTICE - 2 hours per day for one year.
An advanced course designed to prepare students for careers in office occupations. This course can be terminal in nature or lead to further education. The course introduces students to various machines found in most offices and develops the necessary skill to obtain a job, seek a promotion, or become a more effective employee.

3) OFFICE MACHINES - One hour per day for one year.
Business machines is designed to develop additional training and skill in the operation of today's office machines. Students will have the opportunities to become proficient on the ten-key adding machine and calculator, the electronic calculator, and the full keyboard key-driven calculator. Training will be offered on the IBM Composer, A. B. Dick duplicating equipment, the offset printer, key punch training tandem and the dictating transcribing machine.

Field trips in the Business Education classes are planned each year to Crane Manufacturing Company, Farm and Home Savings Association, Central States Press, 3M Company, Decorative Products Division, Missouri State Hospital, and Fram Corporation.

COOPERATIVE OCCUPATIONAL EDUCATION

COE is an occupational class involving the student, the school, and a local employer in providing training for an occupation after high school. The COE is divided into three sections.

1) DISTRIBUTIVE EDUCATION PREPARATORY - 2 hours per day for one year. This course is designed for students who are expecting to enter the Distributive Education Cooperation course the senior year. The primary objective of this course is to give the student some of the skills and knowledge that should be obtained before actually entering the cooperative program. The course consists of advertising, display, orientation to D.E. and DECA Club, retailing, human relations, consumer motivation and behavior, company policies, careers in distribution and securing of employment in distribution of goods and services.

2) DISTRIBUTIVE EDUCATION COOPERATIVE - One hour per day for one year. This course is for the students who expect to enter the fields of marketing, merchandising or service occupations. This course is open to seniors. One half of the student's day is spent at school and the other half with a local employer receiving both on the job training and experience. Skills are provided for the students in such areas as the following: sales promotion, employer/employee relations, buying, pricing, salesmanship, dealing with customers.

3) BUSINESS OFFICE COOPERATIVE
The course is open to seniors who are interested in an office occupation. The students enroll in either Secretarial or Clerical Practice as well as spend part of their school day working in a local office. The purpose of this program is to provide the student with actual on the job training and experience before leaving high school.

KINDERGARTEN THROUGH 6th GRADE

SPECIAL EDUCATION

REMEDIAL READING

KINDERGARTEN CAREER GUIDE

OBJECTIVES:

To identify the students personal interests and tastes.
To identify interests and tastes of others which are similar to or different from the students.
To identify the role of each community worker.
To understand the role of each community worker.
To list three services of each worker.

CONCEPT: Tastes and Interests

Materials: Balls, Pictures, Toys, Pets, Objects for the Children to Observe.

Activity:

1. Begin by demonstrating the objects you like or dislike and discuss why you like or dislike them. Make sure you have some things to represent tastes and some things in which you are interested. Make the distinction that tastes are objects liked and interests are usually activities.
2. Have each child identify several things he or she is interested in and several things that she or he likes. Have each child "Show and Tell". After each child's turn, lead a discussion relating interests to objects liked.

CONCEPT: Interests

Materials: Similar objects to the first concept, but different objects.

Activity:

1. Conduct the activity similar to the first one, having each child pick objects in which he or she is interested. Lead the children to realize that if Bobby likes to play ball, then he has an interest in sports.

CONCEPT: Make a "ME" Bag

Materials: Pictures and objects that appeal to the children, a large paper bag labeled "ME BAG".

Activity:

1. Begin by letting a child fill the bag with objects that appeal to him. Have the child breifly tell why he likes some things.
2. Pass the same bag to another child, let him take out things that don't appeal to him and put in things that he does like. Discuss reasons one child would like some things and not another.

CONCEPT: A Personal Interest and Taste Collage

Materials: Manilla paper, scissors, glue, old magazines, books, picture books.

Activity:

1. Allow each child time to select pictures that reflect his own interest and tastes. Help him cut them out. If appropriate pictures cannot be found, allow the child to draw something to represent his interests. Have the students arrange and glue their pictures to the paper. This could be limited to a particular area, such as school, home, leisure, or it could be any area.

CONCEPT: Store

Materials: Games, toys, books, filmstrips, any activity which appeals to the class, play money.

Activity:

1. Let each child purchase, with the play money, time at any activity. Then let each child spend time at the activity of his or her choice. If there is an access of children for the same activity, rotate the times.
2. After allowing the children to spend time doing things that they liked to do, have a discussion about reasons why some children chose one thing while others chose differently. Bring out the idea that each child has his or her particular choices.

CONCEPT: A Picture sort

Materials: Many pictures of different categories, i.e. foods, clothing, animals, sports.

Activity:

1. Have each child take a category and sort his pictures into like or dislike piles. Assist each child in abstracting generalizations from each pile that has been made. An example is, a student sorting clothing pictures has put all plaids into dislike pile. The student should be aware that he does not like plaids. Other means of classifying could include style, color or materials designs.

CONCEPT: Workers in our community

Occupations: Fireman, Groceryman, Doctor, Nurse, Policeman, Postman, Carpenter

The Fireman

Materials: Career Education poster #1, Book, The Fire Cat, Filmstrip, "Fireman" Boomet, Workers We Know (Ditto)

Activity:

1. Read stories to the children about the community worker being studied.
2. Develop experience charts about the community worker being studied.
3. Have the children draw pictures of the community workers and the places where they work. Use the appropriate page in the Booklet, "Workers We Know".
4. Make a community bulletin board, using the posters in the Career Education Kit. The bulletin board will develop as the workers are studied.
5. Show filmstrips appropriate to the worker being studied.
6. When possible, have a resource person from this occupation.

Grocer

Materials: Career Education poster #2, Books, I Know a Grocer, Let's Go To a Supermarket

Activity: Follow previous outline.

The Doctor

Materials: Career Education poster #3, Weekly Reader Career Kit: Health, Books, A Visit To The Hospital, Curious George Goes To The Hospital, Come To Work With Us, Hospital.

Activity: Follow previous outline.

The Nurse

Materials: Career Education poster #4, Books from the Doctor activity.

Activity: Follow previous outline. This could be done in conjunction with The Doctor.

The Policeman

Materials: Career Education poster #5, Book, Your Friend the Policeman, Filmstrip: The Policeman.

Activity: Follow the previous outline.

The Postman

Materials: Career Education poster #6, Books: Mr. Mailman, What Happens When You Mail a Letter, Weekly Reader Career Kit: Communication, Hayes Social Studies, P. 8-9. (See First Grade Teacher for these.)

Activity: Follow previous outline.

Carpenter

Materials: Career Education poster #7, Book, Come To Work With Us, House Construction, Weekly Reader Picture Kits: Construction, Filmstrips: "Men Who Build Our Houses", "Why We Need Houses", People at Work (set 1) "Construction".

Activity: Follow previous outline.

CULMINATING FILMSTRIP: People at Work (set 1) "Workers in Our Community".

OBJECTIVES: To become aware of ones self in relationship to others.
To identify a variety of roles.
To describe the inter-relatedness of roles.

Concept: What We Do

Materials: Magazine pictures, photographs of children in class.

Activity:

1. Present a variety of pictures in which children are shown engaged in different activities.
2. Discuss the pictures with the group focusing the discussion on the activities of the children. Have the pupils divide the pictures into the following categories: Working, Playing, Helping, Listening, Talking, Watching, Thinking.
3. These categories will become the basis for the career curriculum.

Concept: Identifying Self Through Roles

Materials: Manila paper, magazines with people pictures, scissors, paste.

Activity:

1. Have the children select and cut out pictures which they feel are representative of the person they are. Each child then pastes these pictures on a piece of paper forming a "Self" collage.
2. Discuss the collages and the roles portrayed with them.
   Why are these activities important to you?
   Which person is doing your favorite thing? - Your least favorite thing?
   Would the faces of the people in your pictures show the same feeling you would have doing what each of them is doing?
   Is your collage complete or are there any activity pictures you would like to add?

Concept: Identifying Roles

Materials: Manila paper, scissors, glue, magazines, old books, newspapers.

Activity:

1. Divide the class into seven groups. Give each group a category such as working, playing, helping, listening, talking, watching, thinking. Tell each group to find pictures representative of its category. Have them make collages to depict their particular role.
2. Discuss the differences between each role and how the people are acting or feeling in their particular role. Are there any similar roles? Does one role depend on another?

Concept: How Are Family Members Related?

Materials: Drawing paper, colors, puppets from DUSO Kit.

Activity:

1. Introduce terms: Grandfather, grandmother, aunt, uncle, cousin, mother, father, sister, brother, step-mother, step-father, niece, nephew, daughter, son, step-sister, step-brother.

2. Using the puppets from the kit, portray a family setting, include siblings, grandparents, aunts, uncles, cousins. Talk about marriage, divorce, adoption, separation, death, and how these effect the family. Also talk about the relationship between family members because of these changes.

3. Have the class draw a picture including all of their family members.

Concept: What Is A Family?

Materials: None

Activity:

1. Print the words Relative and Friend on the board. Ask the class what the words mean to them. Ideas to bring out include: Relative with respect to familial relationships, Relatives are related to each other. A Friend indicates a person one is fond of and knows well. A Friend is a supporter and companion.

2. Conduct a discussion forming a definition of "Family" including these ideas: A Family is composed of people related to one another, people who live together are part of a family, people in a family care about each other, a family helps one another and makes each feel comfortable.

3. A brief discussion of death, divorce, foster families, adoption, and any other patterns of a family might be discussed if felt necessary.

Concept: What Happens In A Classroom?

Materials: Puppets of children from the DUSO kit, Hayes Social Studies, P. 6.

Activity:

1. Lead a discussion centering on the classroom and the jobs carried out in the classroom. Include these ideas: Differences between teacher's job and the student's job, what is involved for each to do a good job in khe class, who decides what jobs will be done in the classroom? Who decides how certain jobs will be done? How do decisions about jobs make you feel? What jobs are done each day and Why?

2. Let the children use the puppets to act out a classroom scene. Let them take turns being different people and making different decisions.

3. Use Hayes, P. 6 as a culminating activity.

Concept: What Happens In A Community?

Materials: Map of the community, Hayes Social Studies, P.1.

Activity:

1. Take a walk down through town. Note the different types of stores, different types of jobs that are being done and the reasons why these people are engaged in what they are doing.

2. Upon returning, discuss what was observed during the walk, discuss what the town looked like and who was responsible for taking care of it. Discuss laws of the community and why they are needed. Talk about "Good Citizens" and why they are needed in a community.

Concept: Where We Live, Our Community

Materials: Hayes, Social Studies, P. 2-3

Activity:

1. Talk again about our community and discuss the type of community that it is. Decide where we live, rural, metropolitan, suburb, etc. Discuss briefly what each type is like and then return to the type that applies to the group.
2. Discuss why we live where we do, including these ideas: We live close to our work, we shop in our community, we live sometimes close to our other relatives, we live where we can find good housing.

Concept: Review Community Workers

Materials: Posters from Career Kit, Troll Associates Filmstrips: "Men in Blue", "Fire Department Story", "Special Delivery", "What the Doctor Sees".

Activity:

1. Through discussion, review the term "Worker" and reasons people work.
2. Review the workers of policeman, postman, grocer, doctor, nurse, carpenter, fireman. Go over their different jobs and why it is important for a community to have these workers.
3. Discuss some other workers in the community. Include banker, gas station, radio, and T.V., newspaper, factory workers, and school workers. Use posters to facilitate discussions.
4. When possible, have resource people from the above occupations visit the classroom in workclothes with tools.

Concept: School Workers

Materials: Filmstrip, Troll Associates: "A Visit to the Library".

Activity:

1. Have various school employees available to come to the classroom to talk about their jobs.
2. Discuss the various school workers, classroom teachers, special teachers, principal, superintendent, secretary, librarian, cooks, custodian, bus drivers, counselor. Have the class form into groups before the guests visit to form questions to ask the visitor. After each visit, discuss the report and ask the class to speculate on what school would be like without these workers. After finishing these report, have the class make a school map and place each worker in his or her working area.

Concept: Ways To Communicate

Materials: Hayes, Social Studies, P. 10, Come to Work With Us; T V Station, Newspaper, Telephone Company. Filmstrip: "People at Work, Set 2" Communications.

Activity:

1. Introduce the term "Communication" and explain that it means to talk with other people in various types of ways.
2. Begin with the Telephone and explain briefly how it works. Use the class play phone to practice good telephone manners. Read the book, Telephone Company.

3. Next, talk and discuss the Newspaper and why we have them. Include the ideas: We learn what is going on in our community, we learn about sales and business reports, we learn about different things that happen to other people. Explain that the Newspaper is a form of one-way communication in that we receive information but we do not respond to the newspaper directly. Have some class members bring different types of newspapers and/or magazines to class to evaluate. Read the book, Newspaper. Show filmstrip, "How to Read a Newspaper".

4. Introduce the readio and T V as other forms of one-way communication. Discuss that we receive information, entertainment, news, weather from these means. Discuss the class's favorite T V programs and group them as types.

5. As an ending to this section, whos the filmstrip, Communication. Afterwards, lead a discussion about the type of jobs that are involved in the various types of communication.

6. Look at arrangement of local telephone book.

7. Introduce the existence of T V Guides.

Concept: Offices and Factories

Materials: Career Picture Kits, Business & Office, Manufacturing, Come To Work With Us, Toy Factory; Filmstrip: "Offices and Factories"; Construction paper, markers.

Activity:

1. Using the Career Picture Kit Posters, lead a discussion as to what a business is. Include the ideas that they perform a service for people and that without these businesses we would have to do several things for ourselves that we are not capable of doing. Discuss what businesses are in the community. Have the class make a map of the downtown area including each business building. (This could be done after the trip taken to town or another trip could be taken.)

2. Have each child tell where his/her parent or parents work, if they work in the community. Discuss the importance of the job. If possible, have a local businessman come to talk to the class about the business, or take a trip to a business.

3. Discuss what an office is. Include the idea that office work is sometimes much paper work that has to be done before a business can operate. Have a local secretary come to the class and explain her job. Take the class on a trip through Voc-Tech's Office Machine Class and the High School's Business Department and ask the teacher to briefly explain the various machines and why they are used.

4. Using the picture kit, lead a discussion about a factory. Include the ideas that many people work in one place, that each does a different job in completing one thing. Read the book, the Toy Factory.

5. Set up an assembly line, showing the children how each person is responsible to do his job correctly or the finished product will be defective. Have the class assemble something simple like placing papers in a notebook, writing a letter on a paper to complete the alphabet, or making flash cards.

6. Show the Filmstrip, "Offices and Factories".

Concept: Leisure Time - A Different Way Of Work

Materials: A record or tape for exercises. "Chicken Fat" by Robert Preston.

Activity:

1. Lead the class to discuss the different movements that are involved in doing work such as building a house or taking out the trash. Discuss that this is called "Physical Work". Explain that there are times when we use our bodies but that these times are called leisure time rather than work.
2. Show the class some different exercises such as toe touches, deep bends, jumping jacks, arm circles, etc. These are much more effective with music.
3. After doing the exercises, have the class lie comfortably on the floor and tell them to relax. Have them first relax their feet, then legs, back, arms, shoulders, neck, head. (Tell them to close eyes) Have them lie here for a period of time, as long as you think best.
4. After getting up, lead a discussion including these ideas: What was it like to bend and stretch? What did it feel like to lie perfectly still? Which relaxed you more? Which felt best to your body? What did you think about?

Concept: Leisure As A Way Of Work

Materials: Filmstrip: "Sports and Entertainment," Career Picture Kit, Hospitality and Recreation.

Activity:

1. Lead a discussion about "Sports" explaining that people who play on teams are paid to do so. Discuss the sports of baseball, football, basketball. Explain briefly that these are fun for everyone and talk about how our bodies are important in participating in these sports. If possible, have the school coach talk to the class about requirements for an athlete. Lead the class to realize that these games for athletes are ways that they earn a living.
2. Discuss different types of T V programs, radios, songs, lead the class to discuss that these are forms of entertainment for those who listen to them. Talk about the people who make these programs and records, that they are helping other people to be happier.
3. Show the Filmstrip: "Sports and Entertainment". Convey the idea during the afterwards discussion that all work in some way is enjoyable, that we should find pleasure in whatever we do.

THIRD GRADE CAREER GUIDE

OBJECTIVES: To understand ones self in relation to his feelings.
To understand ones self in relation to others.
To develop an understanding of personal traits.
To develop an awarness of several roles in relation to work.

Concept: What Causes Our Feelings?

Materials: Paper, Pencil

Activity:

1. On the board write, FEELING CAUSE BEHAVIOR
Talk about different types of feelings and what causes the feeling, then discuss what the result or behavior is from the feeling.

Example:	Feeling	Cause	Behavior
	Pride	100% on a test	Tell everyone in class what you made on the test.

2. Have the class members keep a chart or record of their feelings for a certain period of time. At the end of the time period, discuss and compare the feelings with each other. Focus especially on the cause of the feeling, have two or more compare similar feelings and their individual behaviors.

Concept: How We Make Others Feel

Materials: DUSO KIT, Story 11-D

Activity:

1. Describe a hypothetical situation that could happen on the playground with someone getting his feelings hurt. Discuss what each person might feel like if the situation happened to him.
2. Do the DUSO story, "It Hurts to be Left Out". Follow the suggested discussion guide.
3. Divide the class into groups of five or six. Give them these questions to discuss:
   Who have you made happy, sad, mad, scared, during the past week?
   How do you feel when you made someone happy, sad, mad, or scared?
   Can you always made people happy, or are there times when you can't help making someone sad or mad?
   What do you do when you made someone angry? How do you feel?
   Do you made everyone happy in the same way?
   Do you always know how you affect others?
   Do other people affect you in the same way -- i.e. do you react to everyone in the same manner?
4. Bring the groups back together and compare disscussions.
5. Complete a sheet of open ended sentences about feelings.

Concept: Role play feeling situations

Materials: If desired, puppets from the DUSO KIT

Activity:

1. Have the class members think what they have done to make someone feel a certain way. Try to get a variety of actions, encourage them to include bad and good actions.
2. Let the students pick with whom they would like to work. Let them

role play the situation as close to the actual event as possible. (Note if the students are hesitent to role play actual situations, let them role play situations that have happened to them.)

3. Discuss the situations and how the actions of someone made you feel. If the class has problems, thinking of situations, made some suggestions that would happen in school:
   Cutting in front of someone in line.
   Bringing flowers to the teacher.
   Hitting someone because they called you a name.
   Telling a lie about who really did your homework.
   Helping another student work a hard problem.

Concept: Friends, and What They Are

Materials: Magazine pictures, glue, scissors, stories or poems on friends, Charles Schultz, I Need All The Friends I Can Get.

Activity:

1. Discuss with the class what friends are to them. Write on the board, "A Friend Is . . . " Have the students finish the sentence in as many ways as they can. Read to the class upon completion.
2. Read the book, I Need All The Friends I Can Get, to the class. Compare the classes definitions with the ones in the book.
3. Have the students collect pictures of friends doing things or being together. Make a collage to put in the room.
4. Have the class members write an essay about his best friend and what he or she means to him.
5. Make a "Friends" bulletin board using student work.

Concept: Personal traits that are important

Materials: The classes sentences on "A Friend Is . . ." and the essays on the best friends.

Activity:

1. Have the class define the word "Trait". Help them to see that it is something characteristic of an individual and that it is important for individuals to have certain "Traits".
2. Have the class to think what traits they see in their best friends, go over the essays to help them review what they have thought about their friends.
3. Make a list on the board of the traits that have been suggested. If the class doesn't come up with these, suggest them: Honesty, Dependable, Good Sense of Humor, Trustworthy, Sharing.
4. Discuss why these traits are important and if they are not present, is a friendship formed? Discuss what these traits do to help make a person a good friend and a good person. Lead this discussion from friends to workers and why a worker should have some of these traits.

OBJECTIVES: To identify a variety of workers in the community.
To identify the role of the worker in relation to his or her occupation.
To become aware that these workers are needed for different reasons.

Concept: The Field of Banking

Materials: Book: Come To Work With Us: Banking, Play money, Play checks, Classroom bank.

Activity:

1. Discuss with class the idea of spending money for goods or services. Include the idea that at times it is not wise to pay with actual cash. Have the students mention times when they know their parents use checks instead of cash.
   Discuss the idea of banking ones money and how it is done. Read the book, Banking.
   Discuss the various workers in a bank, include President, Teller, Cashier, etc.
2. Take a trip to the local bank. Have the guide explain the system used in receiving money and the importance in keeping accurate records and reports. If possible, find out how many employees are in the bank and what they do. Let the children pick out a certain employee and find out all they can about that job. Encourage the students to take notes on the trip.
3. After the field trip, set up a classroom bank, selecting different students for the various positions. These will have to be rotated so everyone can have a chance. Show the students how to write a check. (These may have to be duplicated checks.) Let each student have a set amount of money to start his account. Give students shopping trips, bills to pay, deposits to make, and similar activities.
4. Discuss the importances of each job and the kind of individual who should work in a bank. Discuss the traits that are important: Honesty, Good in math, Dependable.

Concept: The Field of City Workers

Materials: Weekly Reader Kit; Public Services, Environmental Control, Resource People: Mayor, City Maintenance, Councilman, Clerk, any others.

Activity:

1. Lead a discussion on the community and its government. Review the community workers such as policeman, fireman, etc., and the reasons we need them. Ask who takes care of the streets, who makes the laws, who takes the responsibility to get things done? Make a list of the city workers that help make the city run smoothly.
2. After making the list, assign each student a city worker to research (study or interview). Have the student contact his or her worker and ask him to visit the school.
3. Schedule visits of these workers and let them tell the class about their jobs. If possible, record a council meeting or something similar to share with the class.
4. Set up a "Student Government Day". Pick each student for a particular city job and let him or her be that for one day. Have a Council Meeting, role play street maintenance, garbage pick-up, and other jobs which fit the city. (In this small town, a field trip to a larger city which has fulltime city employees might be beneficial.

Concept: Workers In The Field Of Transportation

Materials: Book, Come To Work With Us, Transportation; Hayes, Social Studies, Page 12; Weekly Reader Kit, Transportation; Filmstrip, People At Work, Transportation; Bulletin Board Materials; Social Studies Book.

Activity:

1. Discuss the meaning of transportation in relation to movement of vehicles. List the various types of transportation: Car, Train, Bus, Trucks, Airplane, Bicycle, Motorcycle. Make a bulletin board display of these various vehicles, using pictures that the class members draw.
2. Read the book on transportation. Discuss the posters on transportation. Show the filmstrip and discuss it. Use the Hayes Worksheet as an independent activity.
3. Divide the class into seven groups, giving each a type of transportation. Have each report on its history, what it is used for, the type of workers, and any other related facts. Use the Social Studies book for reference and library books.
4. Invite an area truck driver to the class to talk about his job. Also, include that truck driving is not just for men any more, that women are becoming truck drivers.
5. Discuss the various types of traits that are important for these various workers, include good eye sight, good math ability, dependability, good health, good coordination, like to travel.

Concept: Health Service

Materials: Hayes, Social Studies, P. 7; Book, Come To Work With Us, Hospital; Weekly Reader Picture Kit, "Health", Hospital; Career Pictures, The Hospital.

Activity:

1. Discuss the meaning of good health and ways we can stay healthy. Discuss the importance of keeping our bodies in good shape. Discuss the importance of food and exercise and reasons for strong bodies. Stress that we need to be healthy to stay in school, to do our work, to play, to learn. Discuss the various ways we care for our bodies; staying clean, brushing teeth, getting plenty of rest, eating balanced meals. (If balanced meals and nutrition have not been studied in science, this could be tied in here.)
2. Discuss the people who help us care for our bodies; our parents, teachers, doctors, nurses, dentists, druggists, ambulance drivers. Point out what each of these do to help us.
3. Read the book, Hospital and use the picture kit as an aid to lead a discussion on what a hospital is. Ask if any child has been a hospital patient and, if possible, let him or her tell about the experience.
4. Discuss the role of a doctor and the importance of the doctor to us. Discuss the role of a nurse and ways the nurse is important to the doctor and to the patients. Compare and discuss the traits of both the doctor and the nurse, include that they should be intelligent, like people, able to cope under stress, and work at varied times.

5. Talk about the Dentist and ways the dentist is important to us and that he or she cares for our teeth in a way that we can't. Study about teeth and the different types of teeth. Talk about false teeth, braces, cavities, etc. Show the correct way to brush teeth and make class brushing chart to see who and how frequently each brush. Keep this for a period of time. Discuss the traits important to a dentist and compare to the traits necessary for doctors and nurses.

6. Make a chart and bulletin board of the various health agencies, including county health, nursing homes, mental hospitals, dental clinics, eye doctors, etc. Invite the county health nurse to speak to the class and, also, an ambulance attendant.

7. Investigate the contents of a first aid kit.

Concept: Workers In The Field Of Food And Clothing

Materials: Hayes, Social Studies, P. 13-15; Filmstrip, People At Work, (Set 1) "Food and Clothing"; Weekly Reader Picture Kit, "Consumer-Homemaking"; scissors, thread, about half yard of material, pins, various types of cotton, knits, wool, nylon.

Activity:

1. Show the filmstrip, "Food and Clothing". Use the picture kit and lead a discussion on food and clothing, showing their effect on our lives.

2. Assign each student to go shopping with his or her mother and make a list of the meats, vegetables, fruits, milk, eggs, bread, or any food item that is bought. Have them keep a total amount of the cost of these items. Compare the prices and determine the product of the greatest value (cost, amount, lasting quality).

3. Have each student make a menu for a day's meals. Discuss the various types of foods that they use. Talk about the different people who are involved in getting the foods to the table. Take one meal and make a chart that shows the different foods and their origin. Show the farms where the eggs are gathered, where the pork is raised, where the grain is grown, where the cows are milked, where the fruit is grown, etc. Take the food from the farm to the grocery house where it is sent to the store. Be sure to show the trucks and how they are important to our food. Take the food from the store to the car, to the house where it is used. Be sure to put in the many people who are used in getting food to the table, include farmers, packers, truckers, stockclerks, cashiers, carry-out boys. Discuss the traits that are important to each worker.

4. Assign each student to bring an amount of material, scissors, pins, needle and thread. Have them make a hand puppet by using a book type pattern. Discuss the importance of cutting correctly, pinning correctly, and sewing in a straight line. Also, talk about the time consumed in hand sewing.

5. Make a bulletin board using various types of materials. Study the weave and pattern of each type. Assign each to make a scrapbook with the types of material.

6. Talk about the people involved in putting clothes on our bodies. Make a chart showing the people involved such as growers, sheep herders or polyester factories. Show the process of fiber making, weaving and clothing factories. Include the work of cutters, seamstress, packers, clerks, salespersons, consumers, and truckers who transport goods to stores.

JOBS AND MORE JOBS

OBJECTIVES: To help the student explore the wide variety of occupations available.
To help each student to experience the process of applying, interviewing, training, and performing an occupation.
To help the student explore a chosen occupation in depth.
To help the student explore the advantages and disadvantages of a variety of occupations.
To help the student develop a positive attitude toward working for a living.

Subject Areas

Reading

Kaleidoscope (Houghton Mifflen)
"Taking Away and Putting In" pp. 244-252
"The Case of the Champion Egg Spinner" pp. 271-278

Filmstrip "Fathers At Work" "Mothers At Work", "People At Work"

Charts: "What I Like To Do", "Modern Workers for Career Awareness", "What Could I Be"

Resource People, Dictionary.

Activities: Reading

1. Read the stories in the above texts. Discuss the interests and experiences of the characters in the stories and how these interests might affect their future.

Language

1. Ask the children to interview their parents about their occupations.
2. Give oral report on the results of the interview.
3. Have each child give a report on what he would like to be when he grows up.
4. Discuss work of members of the child's family.
5. Let each child have a chance to interview, apply, and train for various jobs.
6. Discuss how some family names have been taken from their occupation: Baker, Smith, Miller, Cooper, Carpenter, etc.
7. Play game, "My job is important". Give clues to work and relating important aspects of his or her particular job.
8. Play "What's My Line".
9. Interview grandparents about jobs that existed when they were young. Do these jobs still exist?
10. Have group work on how different jobs help society. Each group should be assigned an occupation to discuss.
11. Discuss changes in job opportunities in the last 20 years. (Use old newspaper ads if available.)

Art

1. Make a family job tree
2. Have the students make pictures of workers and tools. Present pictures to 2nd grade for matching.

Discussion

1. Work means different things to different people.
2. Education and work are related.
3. Individuals differ in abilities, interests, attitudes, and values.
4. What is one person's occupation, may be another's hobby.

Vocabulary

apprentice	wages	job
clerk	salary	supervisor
boss	vacation	play
employed	license	hobby
journeyman	diploma	position
education	employee	work
crew	employer	benefits
duty	foreman	income
interests	labor	salesman

Evaluation

1. List five occupations of students and parents.
2. List an advantage and a disadvantage to a chosen occupation.
3. Name why it is important for man to work.

LUMBERING AND FORESTRY

OBJECTIVES: To acquaint pupils with occupations relating to forestry and lumbering.
To help pupils develop appreciation of all types of work.
To help pupils understand the importance of forestry as an occupation and a natural resource.

Subject Areas

Social Studies----"Forest Regions" (McMillion)

Science----------"Man and the Living World" (Silver Burdett)

Math-------------Units of Measure

Reading----------"Ventures" (Scott, Foresman)
"The Forest"
"What Do We Plant?"
"White House Christmas"
"The Whimper Heard Across the Nation"

Art--------------Leaf Painting
Make Leaf Pictures
Use tempera paint on construction paper for spatter art

Activities:

1. Class discussion concerning forest and related occupation to its use and conservation.
2. Have a conservation agent talk to room about forest conservation.
3. Use scrap lumber from wood shop to construct lumber products. (puppets, models, or other work)
4. Learn to identify other various types of wood.
5. Write reports about forests, forest products, rangers, loggers, tree farms, conservation, and other related subjects.
6. Read story of Paul Bunyon.
7. Read tree age by rings on a tree.
8. See how weather affects tree growth.
9. Read career books on forestry.
10. Look at charts on forestry and forest.
11. Discuss "Why we need forests", and have students write essay on the subject.
12. Look at cross sections of a tree trunk.

Resources and Materials

"What Could I Be?" (SRA Booklet) Job Family Series
Posters: Modern Worker, Forestry
World Book Encyclopedia
Occupational Handbook
Exploring Regions Far and Near
"I Want to be a Forester" (Baker)
"I Want to be a Carpenter" (Greene)
"Come Work With Us in House Construction" (Wilkinson)

Supplies

Poster Paper
Leaves
Manila Paper
Tempera Paint

Evaluation

1. List three occupations related to forestry or logging.
2. List two other jobs inter-related to forestry.
3. Tell one reason why a forester or logger is important to us.

OCCUPATION IN THE PROFESSIONAL SPORTS FIELD

Subject Areas

Reading-------Ventures (Scott, Foresman)
"Jerry and the Dragons"pp. 49-62
"They Call Him the Iron Horse" pp. 293-301

Open Highway (Scott, Foresman)
"Just Call Me Rob" pp. 71
"Mechanical Pitcher" pp. 71
"The Very Queer Ball Game" pp. 401-416

Kaleidoscope (Houghton-Mifflen)
"The Olympic Games" pp. 43-47
"How I Became an Athlete" pp. 48-52
"How Baseball Began in Brooklyn" pp. 70-75

Spelling--------Words Used in Sports

baseball	diamond	hockey	gridiron
mitt	stadium	ski	player
catcher	referees	football	umpire
pitcher	managers	helmet	owners

Activities:

1. Have the students view a professional game on T.V. and notice how the players must work together.
2. Discuss how this co-operation is necessary in all kinds of work.
3. Have the students make reports on people in sports. (Use the encyclopedia and other reference books from the library.)
4. Read about sports signals and settings.
5. Read career developing books related to sports.
6. Have a referee or umpire talk to students. (In uniform with tools)

Resources and Materials

"Everywhere We Go","What I Like to Do" (Posters)
Book from elementary library on sports
Resource Person: referee, umpire, coach, sports equipment salesman

Evaluation

1. Teacher made test
2. The students will be able to name 3 jobs relating to sports.
3. The students will name 1 reason why persons should co-operate with each other on jobs.

TRANSPORTATION

OBJECTIVES: To acquaint the student with occupations in the area of transportation.
To help the student have an appreciation of all kinds of work.
To help students know the value of all kinds of work.
To develop a vocabulary that pertains to the transportation field.

Subject Areas

Social Studies--Living in Our Country and Other Lands (McMillion)
"Finding Better Ways to Live", Unit 5

Science---------Science in Your Life (D. C. Heath & Co.)
"Machines and Power", pp. 255-282

Reading---------Open Highways (Scott Foresman)
"The Great Almost", pp. 99-102; "The Wright Brothers", pp.102-108; "Air Force Museum", pp. 140-145; "Wright Brothers Honored" pp. 146-147; "Jungle in the Sky", pp. 157-161; "SOS Adventures", pp. 184-195; "Shantyboat Boy", pp. 330-339.

Kaleidoscope (Houghton Mifflen)
"Good Green Bug", pp. 24; "Wheels", pp. 29032; "The Train That Never Came Back", pp. 366-374; "A Car Named Chitty-Chitty Bang-Bang", pp. 398-407.

Mathematics-----Elementary Math 4, Time-Rate Dist.

Writing---------Gliding Along, "Landing an Airplane", p. 4

Activities:

1. Discuss the fact that ships are in harbors. They are reached by barge, rail, or other means.
2. Discuss the occupations of ship captain and dispatcher.
3. Discuss transportation now and them. Make chart showing all different modes of transportation now and them. (Social Studies book)
4. Talk about the work in transportation. Discuss how we need many different workers and that all are important.
5. Discuss cargo that travels by plane from all parts of the world.
6. Read book about transportation.
7. Show film strip on transportation, "Fathers at Work","People at Work".
8. Make transportation bulletin board.

Materials

Chart, "Everywhere We Go"; SRA Booklets - Job Family Series, "Come Work With Us at the Airports", "Come Work With Us in Aerospace"; poster board; pictures of transportation; Popeye Comics: Transportation.

Evaluation

1. The student should be able to list 3 types of transportation to move goods.
2. The student should be able to name 2 other occupations related to transportation.
3. The student should be able to name 1 requirement to being an airline pilot and a ship captain.
4. The student should be able to tell 1 reason why occupations in transportation are essential.

FIFTH GRADE CAREER GUIDE

CAREERS IN ECOLOGY

OBJECTIVES: To acquaint the student with occupations in the area of Ecology.
To help the students have an appreciation for all kinds of work.
To help the student acquire a greater knowledge of conservation.

Subject Areas

Science---------Science in Our World (D.C. Heath & Co.)
"Plants-Plants on Our Planet", pp. 229-254
"Water-Conservation-Soil and Water", pp. 293-314

Language Workbook, "How to Make an Aquarium", p. 52

Reading---------Open Highway (Scott, Foresman)
"Getting Animals For the Zoo" pp. 87-88

Images (Houghton Mifflin)
"Our Friends - The Bee, Wasp, and Hornets" pp. 131-134
"The Whole Hunt" pp. 267-276 (Kinne)

Activities:

1. Find current publication on ecology in the newspaper
2. Report on ecology and the meaning of ecology.
3. Report on Botony and other related careers.
4. Make chart of words used in the study of Ecology and Botany.
5. Make and display ecology posters.
6. Report on Conservation of Resources.
7. Have a conservation agent discuss his job and the pollution in relation to nature.
8. Take a nature walk. Pick up litter. Discuss the way each person can fight pollution.
9. Visit the city dump, study legislation about disposal, write a letter to your congressman requesting action.
10. Discuss occupations dealing with pollution such as: power plants, refinery plants, factory anti-pollutants.
11. Talk about polluted air and have a nurse tell how polluted air affects our health. Discuss what jobs a nurse might have that relates to ecology.
12. Have a clean-up day. Pick up litter around school.
13. Read children's nature magazine "Ranger Rick".

Resources and Materials

Resource person - Conservation Agent, Nurse; Film; Posters, Careers in Ecology; Newspapers and Conservation Publications; tempera paint, art paper.

Evaluation

1. Students will list 3 careers related to Botony or Conservation.
2. Students will name 1 career that is related to air pollution.
3. A teacher made test will be given over the material.

CAREERS IN THE AUTOMOTIVE FIELD

OBJECTIVES: To help students develop a positive attitude towards working for a living.
To help students become aware of some of the careers in the automobile industry field.
To help students be aware of the inter-dependency of jobs in the automotive industry.

Subject Areas

Reading---------Images (Houghton Mifflin)
"A Day in the Life of Henry Reed" pp. 135-143 (Robertson)

Social Studies--Living in the Americas (McMillan)
"Improving Ways of Travel", Unit 7, pp. 255-258
"Living in the Southeast Today", Unit 6, pp. 206-224

Science---------Science in Our World (D. C. Heath and Co.)
"Matter and Energy", Chapter 3, pp. 75-91

Activities:

1. Discuss engines. Relate careers to auto mechanic field from information in the science book.
2. Conduct field trip to automobile agency. Note the various jobs related to buying, selling, and repairing of cars.
3. Have pictures of engines or an actual engine to discuss.
4. Show filmstrip, "Father at Work" on related facts.
5. Report on Henry Ford.
6. Report on the auto industry.
7. Have a visit from a parent who works assembly line in an automobile factory or one who is a porter at a car agency.
8. Make word charts displaying the vocabulary of the auto industry, such as: mechanic, salesman, bodyshop, welder, bookkeeper, others.
9. Read books on automobiles.
10. See films from General Motors Corp.
11. Bring model cars from home and make display.
12. Relate leisure time activity of restoring antique cars to money-making. Show pictures of antique cars.

Resources and Materials

Textbooks, World Book, Science books, Social Studies book; film, available from General Motors Corp. Public Relations Staff-Film Library - General Motors Building; Resource Person to talk on engines; Field trip to nearby car agency; model cars or tools from home; poster paper.

Evaluation

1. Have students name 3 career related to auto industry.
2. Have students name how they would apply for jobs in an auto industry.
3. Have students list two jobs that are related to each other in the auto agency.
4. Teacher made test to evaluate behavioral objectives.

FIFTH OR SIXTH GRADE CAREER GUIDE

SELF-CONCEPT

OBJECTIVES: To aid students in self-understanding.
To aid students in recognizing own strengths and weaknesses.
To aid student in increasing respect for self and others.
To improve students' ability to recognize problem areas and how to cope with them.
To improve students' ability in decision-making.

Subject Areas

Reading---------What Could I Be? (SRA), What I Like To Do (SRA Interest Inventory)
Galaxies (Houghton-Mifflin) "Run For the Blue Ribbon," pp. 35-49
Bright Horizons (Scott-Foresman) "Develop Skills and Learn to Cope With Problems" (whole book)
New People and Progress (Scott-Foresman) "Cheers for the Winner" TE p. 70

Language--------Write autobiography. Study capitalization, punctuation, paragraphs, style.

Activities:

1. Class discussion of: family relationships, communication with parents, individual likes and dislikes, health, school progress, how responsibilities are met.
2. Have students draw pictures of family.
3. Make scrapbook of interests.
4. Discuss and list important personality traits.
5. Make a rating checklist of these traits to be used in self-rating.

Evaluation

1. Discuss with students individually about check-list ratings.
2. Have students list ways individual weaknesses can be improved.

Supplies

Construction paper

HOW MY INTERESTS AND HOBBIES WILL AFFECT MY FUTURE

OBJECTIVES: To emphasize the importance of hobbies and their relationship to a future career.
To develop an awareness of the value of relating interests in early life to the world of work.

Subject Areas

Reading---------Open Highways (Scott-Foresman) "An Unusual Hobby" TE p. 40
The New People and Progress "Trials of a Trio" TE p. 125
Seeing Ourselves, Charting Your Job Future, SRA American Guidance Services

Language

Activities:

1. Read the stories in the above tests. Discuss the interests and experiences of the characters in the stories and how these interests might affect their future.
2. Write a paragraph about your own interests or hobbies. Explain why you became interested and how you might involve friends in your interests or hobby.
3. Have guest speakers tell about their hobbies. Make up a story telling how you might form a new friendship because of your interest or hobby. Discuss hobbies which have lead to careers.
4. Make a hobby bulletin board, a hobby mobile, display hobby collections.

Evaluation

1. Have students list three hobbies that show a definite relationship to the world of work.
2. Have students list a hobby or field of personal interest and all of the fields of work which are related to it.

Supplies

Construction paper, tempra paints, poster board, magic markers-assorted colors.

CAREERS IN COMMUNICATIONS

OBJECTIVES: To develop an awareness of education and training necessary for vocations in the communications field.
To show the importance of communications to the world.
To develop an awareness of occupations in the field of communications.
To show relationship between school activities and communication careers.

Subject Areas

Science---------Science for Today and Tomorrow (D.C. Heath & Co.)
"Sound and Communication", pp. 131-151, "Radio & TV", pp. 217-233

Activities:

1. Visit a telephone company, radio station, television station, Western Union station.
2. Invite workers from the above companies to speak to the class about the importance of their job.
3. Collect pamphlets and booklets from the places visited and take slides.
4. List jobs in the communications field by using Occupational Outlook Handbook.
5. Give oral and written reports on Communications.
6. Build a telephone, telegraph, etc., and other communication instruments as listed and explained in the science book.
7. Make a bulletin board of various kinds of communications.
8. Discuss importance and uses of each communication. Do role playing by students showing tooks, equipment, etc., used in jobs in communications, e.g., a telephone repairman or lineman.

Evaluation

1. Explanation and discussion by students about careers in the communications field.
2. Written explanations by students about communications careers.

Supplies

Construction paper, dry cell battery-6 volt for science experiment, bell wire for science experiments, Occupational Outlook Handbook, Popeye Comics - Communications.

CAREERS RELATED TO GOOD GROOMING

OBJECTIVES: To develop an awareness of the importance of good grooming.
To develop an awareness of the career opportunities in the field of good grooming.
To develop a better self-image.
To develop a respect toward these careers.
To provide knowledge about education and training necessary to getting a job in these fields.

Subject Areas

Reading---------What Could I Be?, Chart Your Future, and Job Family Series, SRA. Modern Workers, Sets I & II (Posters with job descriptions.) The World of Work

Language

Activities:

1. Discuss careers related to good grooming.
2. Visit a barber shop or barber college, and visit a beauty shop or beauty college.
3. Invite a barber and beautician, supplier or distributor of beauty supplies to visit and talk to the class.
4. Discuss the cosmetics industry.
5. List and do research on careers in the field of good grooming.
6. Make a bulletin board illustrating these careers.
7. Investigate training and experience needed in these careers by use of the Occupational Outlook Handbook.

Evaluation

1. Students should be able to list and discuss careers of interest in the field of grooming.
2. Reports should be written which would explain the necessary training for these careers.

Supplies

Construction paper, poster board, mimeograph paper, spirit masters, tempra, Occupational Outlook Handbook, Popeye Comics: Personal Services

YOUR INCOME TAX

OBJECTIVES: To give students the opportunity to see why their parents must budget their money carefully.
To give students the opportunity to see why their parents pay their share of the cost of government.
To give students the opportunity to see why all money earned on a job is not available to the worker.
To give students the opportunity to see how income tax forms are completed.

Subject Areas

Mathematics-----Exploring Elementary Mathematics (Holt, Rinehart, Winston) Chapter 12, Ratio Percent, Interest, and Banking.

Activities:

1. Discuss Form 1040 with students. (Copies may be obtained from Post Office)
2. Discuss reasons for taxes.
3. Read and explain instructions for withholding tax deduction form.
4. Explain how withholding tax relates to income tax.
5. Student should use his own name and make up social security number in filling out the income tax Form 1040. This should be done as a cooperative class activity.

Resource Activity

1. A tax consultant could be invited to speak to the class.
2. An IRA representative could speak to the class.

Evaluation

1. Check knowledge of ability to discuss the Form 1040 which has been completed.

Supplies

Form 1040, Transparencies and spirit masters, stubs from actual checks with deductions listed.

OCEANOGRAPHY

OBJECTIVES: To familiarize students with the ocean depths, minerals, animals, currents, geography.
To develop a knowledge of mathematics in large numbers as used in computing ocean measurements.
To develop an understanding of the importance of the oceans in the life-balance of earth both past and present.

Subject Areas

Science---------Science for Today and Tomorrow (D.C.Heath & Co.) pp. 343-357
Mathematics-----Exploring Elementary Mathematics (Holt, Rinehart & Winston) pp. 32-34, 70-80, 85
Reading---------The New People and Progress (Scott, Foresman) "I'd Like to Be a Lighthouse" p 131 TE, "Coast Guard to the Rescue" p 133 TE
Galaxies (Houghton, Mifflin) "Hunting the Giant Devilfish" pp. 294-309, "Down to the Sea" pp. 390-408

Activities:

1. Collect and observe plankton and algae.
2. Perform experiments with salt water.
3. Study about ocean animals. Observe and care for fish in aquarium.
4. Draw maps of ocean currents and drawings of ocean animals
5. Write about ocean animals.

Evaluation

1. Discuss habits of ocean animals
2. Discuss effects of oceans on climate.
3. Give test over oceanography in science book.

Supplies

Construction paper, tempra, Popeye Comics - Marine Science, Career Picture Posters

ARCHAEOLOGY AND PALEONTOLOGY

OBJECTIVES: To develop an understanding of the relationship between what we are today and what man has accomplished since prehistoric times.
To develop an understanding of the importance of historical research in answering problems of today.
To develop an understanding of the careers in the fields of Paleontology and Archeology and the opportunities they offer.

Subject Areas

Social Studies--Living in the Old World (McMillan Co.) Unit 2, "Early Man" pp. 26-41
Science---------Science Today and Tomorrow (D.C.Heath & Co.) Chapter 3, "Prehistoric Life", pp. 75-99
Reading---------Galaxies (Houghton Mifflin) "Mugimba the Rainmaker", pp. 412-425

Activities:

1. Discuss discoveries made by Early Man in various early civilizations in China, the Middle East, Africa, and India.
2. Discuss how these discoveries have affected our lives.
3. Discuss how there are some similarities in some of our living habits.
4. Watch TV programs which show discoveries related to ancient civilizations.
5. Visit a museum with exhibits of prehistoric animals and various archaeological finds.
6. Construct dioramas of scenes in the life of Early Man.
7. Make a time line.
8. Make clay or papier mache models of prehistoric animals.
9. Invite an archaeologist to speak to the class.

Evaluation

1. Organize committees into panel discussions to explain careers in the fields of paleontology and archaeology.
2. Have each student choose a career related to these fields and write about it.
3. Have oral reports on careers in these fields.

Supplies

Construction paper, tempra, wheat wallpaper paste for papier mache, crayons, Occupational Outlook Handbook

SPECIAL EDUCATION CAREER GUIDE

The Discovery Kit from Scholastic will be used in its entirity with the Special Education Class. However, following are some ideas that may be used in place of, or in connection with, the kit.

BUSINESS AND OFFICE OCCUPATIONS

The class organizes an office area in the classroom. Class members will take turns acting as the secretary who will record attendance, take lunch count, and collect monies.

The class makes an imaginary budget for the operation of the office. The budget includes listing of supplies, salaries, rent and utilities. Using the play money, play checks, etc., the teacher can make this as involved as he or she wishes.

MARKETING AND DISTRIBUTION

Using a mail order house catalogue, students prepare an imaginary shopping list for a designated purpose. The students compute the total cost of the shopping list, including taxes and mailing costs, if applicable.

The class plans a rummage sale or garage sale to be held at some period. The students can sell anything they want. They compute the prices and total the profits. The profits can pay for a class trip later.

CONSTRUCTION

The class designs and estimates the cost of materials for a simple building project to be done either in the classroom or in the industrial arts shop.

MANUFACTURING

The class writes letters to local manufacturers inquiring about job opportunities for high school students on a part-time basis.

Using an assembly line technique, the students make flash cards for addition or subtraction, or word flash cards. These cards could then be used by the lower grades.

Students keep a time card of the hours worked each day and total it at the end of the week. They compute their salary for the week.

TRANSPORTATION

The class discusses the expenses of operating a car and prepares an estimate of the cost of driving to school each day.

Divide the class into four groups. Each group is responsible for securing information of the cost of traveling from Hume to Chicago by bus, train, airplane, car.

AGRI-BUSINESS AND NATURAL RESOURCES

Use books, films, and material from CEIC that provides the class material on natural resources, including farm land of our country.

Invite a member of the Missouri Conservation Commission to talk to the class about coal mining around the Hume area.

Keep an accurate and complete record of the weight gain of an animal for a period of time. The class determines the factors that will contribute to the well-being of an animal with emphasis on the role of its diet.

PUBLIC SERVICES

Each class member prepares a report on a public service worker.

Students gain an awareness of the cost of utilities by totaling the cost of water, electric, and gas bills, using actual bills from their homes. A discussion can lead to a comparison of the most economical utility.

HEALTH

Instruct the class to secure information from their parents regarding medical and insurance bills. Have the class compute the cost of various medicines, dental and doctor services. Discuss the importance and cost of insurance.

Invite an insurance person to discuss various types of insurance. Have the local druggist talk about prescription prices.

PERSONAL SERVICES

Invite a personnel manager of a business to describe qualities he looks for in an applicant. Secure copies of application forms and practice filling them out.

The Superintendent could be invited to give practice interviews to give students an idea of what to expect in a job interview.

If all students do not have social security cards, applications should be picked up and filled out and sent in.

CONSUMER AND HOMEMAKING RELATED

A home economist speaks to the class about shopping wisely, especially for food and clothes.

The class keeps a record of the retail price of a farm product, such as eggs, for a certain period of time.

Students plan nutritious menus that are economical. Talk with the school cooks about their meal planning for the school. Observe for a day, in the kitchen.

REMEDIAL READING CAREER GUIDE

FARMING AND RELATED OCCUPATIONS

OBJECTIVES: To acquaint the student with occupations related to farming.
To help the student realize the worth of all types of work.
To help the student understand how farming practices have changed in recent years.
To help the student understand the interdependency of farm occupations.
To acquaint the student with the farm vocabulary.

Subject Areas

Social Studies--Text
Reading---------Open Highway (Scott, Foresman)
"Blazes and the Mountain Lion" pp. 74-82, "How Suspenders Came to Texas" pp. 372-376
Ventures (Scott, Foresman)
"The Wilderness is Tamed" p. 92, "Until We Build a Cabin" pp.172
Kaleidoscope (Houghton Mifflin)
"Charlottes Web" pp. 378-393
Science---------Sciences in Our World (D.C. Heath & Co.)
"Plants and Seeds" Chapters 1-2
Mathematics-----Text, Unit of Measure-----Counting Change

Activities:

1. Discussion centered around farmers, crops, and machinery.
2. Discussion of types of farming with reports on various phases and regions of farming.
3. Field trip to grain elevator.
4. Field trip to farm machinery dealer.
5. Plant a terrarium or planter.
6. Invite a resource person from the grocery store to tell about the final deposition of farm products.
7. Make posters showing the food process in many cases from farm to store. Example: From wheat to bakery or store.
8. Visit a food processing plant.
9. Learn about the work of the county agent.
10. See filmstrip relating to farming.
11. Discuss poster - Food Workers
12. Read SRA Booklet related to farming
13. Read books on farming.

Materials and Resources

Text, Social Studies; Field trips, John Deere Farm Equip., Butler, Mo., Hume Elevator; Books, Charlotte's Web (White), Corn Fed Boy (Lenski), Farm Boys (Wilder); Popeye Comics - "Agriculture"; poster paper, magazines; Resource person from grocery store and county agent; field trip to food processing plant; filmstrip "People at Work"; Posters on food processing.

Evaluation

1. Students will be able to name 5 occupations related to farming.
2. Students should write one reason why any four farm related jobs are important.
3. Students should name 2 farming practices in pioneer and a corresponding modern farming practice.
4. Student should be able to name 3 inter-related farm jobs.
5. Teacher made evaluating test.

HOMEMAKER

OBJECTIVES: To help the student understand the various duties of homemaking.
To help the student develop an appreciation of some workers.

Subject Areas

Reading---------Venture (Scott, Foresman)
"Henry and the Ribs" pp. 9-26, "The Day He Made the Electric Thinker" pp. 38-48, "Food for Thought" pp. 63-69
Open Highway (Scott, Foresman)
"A Common Bond" pp. 286-292, "Shanty Boat Boy" pp. 330-339, "Picnic for Elmer" pp. 346-353, "The Very Queer Ball Game" pp. 407-416
Kaleidoscope (Houghton Mifflin)
"The People Downstairs" pp. 33-61, "Henry and the Night Crawlers" pp. 126-141, "The Hidden Door" pp. 106-117

Activities:

1. Discuss the various types of work a homemaker does.
2. Discuss the skills a homemaker would need to run a household.
3. Discuss and make a list of why homemakers are so important.
4. Make a mural showing the various tasks of a homemaker.
5. Discuss the cost of the homemaker skills if she were paid current wages.
6. Show film "Mother at Work"
7. Read other books.

Material and Resources

Have children interview their parents to learn what homemakers do.
Compare father's list and mother's list, if possible.
Film, "Mothers at Work" (My Mother Works at Home), Charts on food preparation, paper for mural, books, I Want To Be a Homemaker (Greene)

Evaluation

1. The students will list 5 duties of a homemaker.
2. The student will give at least 1 reason why homemakers are essential.
3. Teacher made test over the material.

JUNIOR AND SENIOR HIGH CAREER GUIDE

HOME ECONOMICS CAREER GUIDE

GRADE LEVEL: 7-12

SUBJECT AREA: Home Economics

Purpose: The student will compare home economic occupations with occupations in other fields.

Materials: Posters, Job Family Series Number 18 - Jobs in Consumer and Homemaking; Filmstrip and record, The People Profession - Careers in Home Economics; Popeye Comics, Consumer and Homemaking.

Lesson Capsule:

Students will write down their interests and things they do not like to do. After viewing posters and filmstrips, students will work in groups and decide which if any home economics career might coincide with their personal likes and dislikes.

SUBJECT AREA: Foods or Clothing

Purpose: The student will see how an assembly line works and how each person effects the total efficiency and quality of the manufactured product.

Materials: Posters, Job Family Series Number 8 - Manufacturing; Field trip to an area factory.

Lesson Capsule:

Students will set up a student corporation and exchange jobs and management positions. Costs are determined and prices are set for the item to be sold enabling a profit to be made. The student will realize, upon completion of this project, what assembly line work is like, what the term piece work refers to, and why each laborer effects the cost-profit ratio.

SUBJECT AREA: Bachelor Living

Purpose: To show boys that there are many "manly" careers for men that relate to home economics.

Materials: Magazine clippings showing men at work in various home economics fields; Popeye Comics - Consumer and Homemaking Careers; Selected posters showing men at work in "so called" women's fields.

Lesson Capsule:

Boys will do research into opportunities for men in home economics related to fields. Class discussion will lead boys to realize that masculinity is determined by many things and when a man is sure of himself, he need not feal unwanted labels connected with certain fields of work.

SUBJECT AREA: Foods Classes

Purpose: The student will first observe then apply principles of correct food service.

Materials: Food Service Careers, Professional Restaurant Service, Field trip to an area restaurant.

Lesson Capsule:

After observation and study, the students will plan, prepare, and serve a large group including clean-up after the meal is served and determination of the total costs and profits.

SUBJECT AREA: Housing

Purpose: To give students practical experience in home planning and to provide insight into several possible future occupational choices.

Materials: Graph paper, scraps of material, paint samples, etc.

Lesson Capsule:

Students apply information learned about floor plans and interior design while drawing a house plan to scale and building one room into a scale model. Designs and models to be judged on accuracy and originality.

SUBJECT AREA: Child Development

Purpose: The student will have first hand experience working and caring for small children.

Materials: Caring For Children

Lesson Capsule:

Students will observe children in various situations and write up their observations. These situations will be discussed and analized in class.

The students, with the teacher's guidance, will then set up a babysitting service. This service will inable local mothers to call any student on a given list and know that that student has some workable knowledge in child-care. Each student would be expected to meet a minimum number of hours baby-sitting for credit in the child development class.

SUBJECT AREA: Consumer Problems

Purpose: To be able to cite how facts and information affect decision-making, evaluate how values affect decision-making, recognize the value of probing when facing a decision.

Materials: Dynamic Consumer Decision-Making, J.C. Penny, Overhead Projector, transparencies, Open-ended worksheet.

Lesson Capsule:

Overheads will be used to introduce the unit. The students will discuss a case problem and what processes the person is going through to reach a decision. Students will fill out an open-ended worksheet and then discuss how values, experiences and various situations or moods can affect decision making.

SUBJECT AREA: Junior High Home Economics

Purpose: To bring out the importance of the inner girl to her total image and the study what makes one's personality.

Materials: Bonne Bell Looks Book, Articles and pictures of women in the news, camera, film and slide projector.

Lesson Capsule:

Discussion of what is personality, with the teacher asking leading and thought provoking questions. One girl is assigned to report on the anatomy of personality. Assign several girls to work up a slide program showing several facets of a girl's personality. This assignment will be given previously and girls will choose their subjects so that all shots will be candid. These slides will be organized and shown to the class. Following the showing, students will discuss what was observable about each of the subject's personality.

SUBJECT AREA: Housing

Purpose: Students will learn how to make minor repairs on electrical appliances and be able to judge when an appliance actually needs to be taken to a repair shop.

Materials: Several small appliances in need of repair, manuals from appliances. Homes With Character

Lesson Capsule:

After reading instructions in textbook, the students will observe teacher demonstrations on how to carry out repairs. The students will then practice repairing the small appliances themselves.

SUBJECT AREA: Foods, Health and Home Nursing, Child Development

Purpose: The student will know how to plan and prepare a menu for persons who must be on a restricted or special diet.

Materials: Nutrition charts, Food Service Careers, Posters or flip chart, resource speaker - dietician from a hospital or school.

Lesson Capsule:

The students will plan a weeks menus for a person on a diebetic diet, liquid diet, low fat diet, PKU child's diet, and an alergy victim's diet. Menus will be graded and discussed as to nutritional soundness, taste and eye appeal, suitability to varying ages or degrees of activity of the patient.

SUBJECT AREA: Needle Craft

Purpose: The students will learn how to make needle craft objects in this class. As a group, they will learn how each individual could make a hobby or skill pay off as a small business.

Materials: Speakers that have small at-home businesses or field trips to see one or more of these businesses at work. Magazine clippings such as, Women Who Make Cents, "Workbasket".

Lesson Capsule:

The students will investigate small or part-time businesses in the area and interview the owners. They will find out what goes into setting up a small business and laws that govern the self-employed.

SUBJECT AREA: Junior High Home Economics

Purpose: The girls will decide what elements they feel actually go into the projection of one's image, one's self-concept and to encourage each girl to think about what her own self-concept is.

Materials: Bonne Bell Looks Book, slides and handout sheets, resource person such as a drama instructor, model, etc.

Lesson Capsule:

The girls will look at slides of girls and tell what type of person they think the slide portrays. Discussion will lead to how a person's appearance gives others insight into one's feeling about ones self.

BUSINESS EDUCATION CAREER GUIDE

GRADE LEVEL: 11, 12

SUBJECT AREA: Advanced Business Classes

Purpose: To acquaint the student with the various job responsibilities in a typical office situation.

Materials: "Serendipity, Inc.," An Office Simulation, Warren and Radcliff Office Simulation Supplies, Employee's Manual for Serendipity

"Do's and Don'ts in the Modern Office",(E S A Graphic Aids)

"Handling Office Conflicts", "Fitting the Employee to the Job" (E S P, Inc.)

Activities:

With an office simulation practice set, the students would be divided into groups of four to five per group (this makes the plan practical for both small and large classes and schools to participate). Each student would assume a role within a typical office situation. He would assume the role of the office manager, secretary, bookkeeper, clerk-typist, receptionist or perhaps even a cashier. Each student would assume his or her job and fulfill the responsibility that accompany his position in the system. Together, the group completes a major office task by each contributing and completing his duties for his job position. The group must complete the task within a given number of hours and then receive a grade according to his or her fulfillment of responsibilities and contribution to the group as a whole. Upon completion of one major office task, the students then assume a different role within the system. They continue changing jobs and completing tasks until all students have experienced all positions within the system.

SUBJECT AREA: Beginning Typing

GRADE LEVEL: 10 - 12

Purpose: To expose the students to the various fields of typing and prepare them for the employment test for the position of clerk-typist.

Materials: Exploring Clerical Careers, (Southwestern Pub.) Cassette Tapes, Typing/Legal Typing, Medical Typing/Technical Typing, Executive Typing; Posters,(E S A Graphic Aids) "The Clerk Typist" (Indio Paper Company)

Activities:

After completing at least three quarters of beginning typing, each student will evaluate his skills and his clerical ability. The student then studies the typing level of performance necessary for (1) Employment test typing, (2) Statistical typing, (3) Legal typing, (4) Medical typing, (5) Technical typing (6) Executive typing.

Employment test typing would familiarize all students with and prepare them for any form of employment application. The students would be briefly exposed to typing from each of the listed fields. Then, based upon his self-evaluated skills, he would choose an area and he would be given a packet of materials to be typed that would be related to that field and allowed to work more intensively and at great length in his specified chosen area. This would allow the students to test their decision making ability as well as experience the various work areas. They would also be allowed to explore a secondary field of interest in much the same fashion as previously.

SUBJECT AREA: Shorthand

GRADE LEVEL: 11 - 12

Purpose: To acquaint the student with the different fields of secretarial work.

Materials: "Secretary in a Changing Business World" (Filmstrip and Cassettes) Deals with "special-skills" secretaries and their jobs in medicine, law, insurance, communications, engineering and science.

Today's Secretary (Magazine), Exploring Secretarial Careers (Southwestern Publishers)

Activities:

The different jobs available are basically secretarial oriented, however, a secretary can work in any and all areas of business. A secretary must have basic skills and mastery of typing, shorthand and hopefully bookkeeping which makes available to them any field of interest they wish to pursue.

To acquaint students with jobs available in government, a civil service test should be given in the spring of the year. These are given at no cost to the school. In addition, government officials could be used as guest speakers to explore various governmental job advantages and disadvantages.

A subscription for each student to Today's Secretary would be a helpful aid, not only because of the shorthand stories, but also because it highlights some well-known person's secretary each month and gives an impression of what that secretarial job encompasses.

Integrating a course of Secretarial Office Practice would be ideal. Spending one day a week discussing various topics of office procedure would give the student a good view of what is expected of him in an office situation.

SUBJECT AREA: Bookkeeping

GRADE LEVEL: 11 - 12

Purpose: To allow the student to see that the job of a bookkeeper is varied according to the type of business in which he works.

Materials: Introduction to Office Education Cassettes, "Accounting-Elementary/ Accounting-Intermediate" "Accounting-Advanced/Payroll" (Learning Arts)

Activities:

To acquaint each student with the careers available in bookkeeping, a field trip to a small, average, and large business concern would make them aware of the different requirements and variations of jobs for accountants. To acquaint them further, a Certified Public Accountant could be called upon as a resource person. He could acquaint the students with jobs available in the field as well as familiarize them with the CPA exam.

INDUSTRIAL ARTS CAREER GUIDE

SUBJECT AREA: SHOP

GRADE LEVEL: 7 - 8

Purpose: To acquaint the student with the principles of mass production.

Materials: World of Manufacturing (McKnight), Class Organization Chart, Stock Certificates Package, Laboratory manual.

Activities:

After a minimum of one semester of being exposed to hand tools and basic woodworking equipment, the students would enter a phase of mass production. They would manufacture salt and pepper shakers. The class would be divided into groups of five for the initial one-hour class on designing which would encompass thumb nail sketches and rough sketches. The teacher assumes the role of production expert and three students assume the role of management, while the other students assume the role of stock-holders. This class is designed to bring out production problems such as new machinery, plant expansion, retraining of employees, etc. In the remaining days of this project, the students will go through the steps involved in setting up a production line and mass produce the salt and pepper shakers. The student will assume the different roles in a plant such as laborer, manager, plant president, inspector and other industry-related positions.

SUBJECT AREA: Industrial Arts

GRADE LEVEL: 9 - 10

Purpose: To expose the student to various positions in automobile designing and manufacturing.

Materials: World of Manufacturing (McKnight) Laboratory manual

Activities:

This project begins with retrieving information about land speed record assault. After the initial period, classes will perform research by experimenting with various materials. On an individual basis, the entire class will design and build a model Land Speed Record Assault Vehicle. In the succeeding lessons, the students will design the model car while utilizing various types of sketching and various drafting procedures. Prior to the actual building, they each design a mock-up. At the end of the course, they actually compete with their models using CO2 cartridges. Scheduling this race after school and inviting parents and the public contributes to the student's enthusiasm. Resource speakers and field trips to automobile manufacturing and farm machinery manufacturing plants should be arranged.

DRIVER EDUCATION CAREER GUIDE

Purpose: To acquaint students with driving related occupations and other occupations in the automobile industry.

Materials: Sportsmanlike Driving (McGraw-Hill Publishing Company)

Activities:

Career development will be stressed throughout the course, but in particular the students will gain considerable knowledge from a field trip to Midwestern Trucking Lines in Fort Scott, Kansas. During this field trip, students will be shown movies and filmstrips about the career of a professional truck driver. They will be able to visit with professional truck drivers, owners of the company, and instructors in the truck driving school. The students will also take a field trip to a large auto dealership to learn about the various careers in the automobile industry, such as automobile mechanic, salesman, dealership management, body repair, automobile financing and insurance, and many other automobile industry occupations.

PHYSICAL EDUCATION CAREER GUIDE

Purpose: Students will realize what skills are required for professional athletes.

Materials: Posters: Careers in Athletics; Popeye Comics: Hospitality and Recreation; Books and articles available in the school library. Job Family Series Number 3, Jobs in Outdoor Work.

Activities:

Students will select a sport about which to do a research report. These reports will be given and discussed after students have completed physical fitness tests so that student can personally evaluate their aims.

SUBJECT AREA: Health, Health and Home Nursing

Purpose: Students will become aware of various job opportunities connected with the health services.

Materials: Jobs in Health Services (filmstrips and records), Popeye Comics: Health Careers, Job Family Series Number 10: Jobs in Health.

Activities:

Students will watch filmstrips and make a chart listing requirments and returns to be expected in each of the job opportunities discussed. This chart will be posted and referred to at various times throughout the semester.

SUBJECT AREA: Earth Science

GRADE LEVEL: Junior and Senior High

Purpose: Students will have some experience identifying types of rocks and minerals and will learn about the various roles of the geologist.

Materials: Field trip to strip pit area to collect rock samples; piece of white tile, knife, penny, hammer, magnifying glass, and enough small boxes for each student to use as a tray.

Activities:

1. Students will go and collect rock samples with which they will be working in this unit.
2. Students will learn how to do several tests that enable a geologist to determine the type of rock.
3. Students will apply tests to rock samples and label them accordingly to their findings.
4. The class will discuss how and why this information is important to mankind.
5. Each student will select a type of rock to read about and report their findings.

SUBJECT AREA: Earth Science

GRADE LEVEL: 11 - 12

Purpose: The students will realize how many different workers enable the weather reporter to give accurate weather reports and what instruments are used to do so.

Materials: Barometer, thermometer, weathervane, etc.; resource person from a weather station or field trip to weather station.

Activities:

1. Students will set up a weather station and keep a record of their data for one week. On Friday, they will make a forecast for Saturday from their findings and check on their accuracy.
2. Students will visit a weather station or have a guest speaker from the station that will explain how short term and long term forecasts are arrived at from their sources of information.
3. Students will find out, through research, how individuals can set up reporting stations that aid the government and weather reporters by keeping watch for tornados and recording daily temperatures, rainfall, etc., in outlying areas.

SUBJECT AREA: Junior High Science GRADE LEVEL: 7 - 8

Biology ---------- 10 - 12

Chemistry ---------- 11 - 12

Purpose: Students will recognize the importance of each person in protecting our environment, and realize from firsthand evidence why ecologists are so terribly concerned.

Materials: "Careers in Ecology" (Posters), Field trip to water sanitation and purification plant.

Activities:

1. Field trip to local creeks and Marias Des Cygnes River to collect water samples.
2. Microscopic study of samples.

SUBJECT AREA: General Math

Purpose; Students will become familiar with various clerking occupations.

Materials: Posters, field trip to bank and grocery store, resource person - shipping clerk from factory.

Lesson Capsule:

When covering basic math, the students will see purposes for checking the accuracy of their answers and learn use of adding machines, etc. Students will become familiar with terms used in balancing books and the purpose of accurate records.

SUBJECT AREA: Advanced Math

Purpose: Students will become more aware of jobs available in the computer fields.

Materials: Posters, resource person - IBM operator, field trip - Great Western Insurance to see computer work.

Lesson Capsule:

In class the students will study how a computer program is set up. After they are fairly familiar with terms, etc., a guest speaker or field trip will be taken to clarify points discussed in class.

SUBJECT AREA: Geometry

Purpose: Students will learn some of the basic principles used in land survey.

Materials: Math posters, graph paper, simple survey equipment, resource person - land surveyor (if available).

Lesson Capsule:

Students will study how to and carry through a land survey of the school property. They will then check their results with those on public record.

SUBJECT AREA: Chemistry, Algebra, Advanced Math

Purpose: Students will become aware of job opportunities in large companies in checking for quality control.

Materials: Math posters, film, field trip to food manufacturer.

Lesson Capsule:

Students will see how products are constantly measured, analyzed and checked to maintain consistent quality.

SUBJECT AREA: Social Studies

GRADE LEVEL: 7 - 8

Purpose: Students will become acquainted with various careers related to the social studies area.

Materials: Pamphlets from the U.S. Department of Labor on social science and your career, resource person - social worker.

Activities:

Time will be spent examining different careers in the social science field. This can be done by inviting guest speakers such as a social worker to speak to the students and let them investigate other areas of social work.

SUBJECT AREA: Geography

GRADE LEVEL: 9

Purpose: Students would become aware of the costs and responsibilities of traveling.

Materials: Maps, atlas, travel books.

Activities:

The unit included in this class would not be career awareness, but preparation for decision making. Students would be allowed to choose a destination that has been covered. The student would then prepare as if really planning to go, his budget, means of transportation, living accommodations, sightseeing excursions, etc. Also, during the freshman year, the student should become familiar with the use of graphs, maps and charts.

SUBJECT AREA: World History and Current Events

GRADE LEVEL: 10

Purpose: Student will be able to read the news and discover the significance of it.

Materials: Time magazine

Activities:

This class would follow the same format as previous years. Learning to read the news for information, and to be aware of our world. This would help the students to become a more versatile person.

SUBJECT AREA: American History

GRADE LEVEL: 11

Purpose: The student will be acquainted with decision making and value clarification.

The student will consider several areas of interest and investigate more in depth.

Materials: Photo Study Cards - "What Would You Like To Be?"

Activities:

In this class, will be included a unit on values and decision making. The Photo Study Cards will be used. Most of this unit will be discussion. The students should be acquainted with various career and occupational choices, and should start considering a direction for their future.

SUBJECT AREA: Money Management

GRADE LEVEL: 11 - 12

Purpose: The student will become aware of practical financial problems and management.

Materials: Money Management Kits - Household Finance Company, Resource speaker - Banker, Insurance or credit Agent.

Activities:

In this class, the student will consider the everyday problems of finance. The student will investigate insurance, banking, saving, and loan. They will learn how credit is established and how it can be abused. Tips will be given concerning the buying of consumer goods. The final project will be a mock marriage, or bachelorhood in which students will assume a role and attempt to set up a budget. The students will, in practice, rent an apartment, buy groceries, pay utilities.

SUBJECT AREA: Speech

GRADE LEVEL: 10 - 12

Purpose: To improve speech making skill.
To explore in depth four careers related to speech work: Salesmanship, Politics, Law, Advertising.
To show the importance of all work.

Materials: Keys, SRA; Filmstrip and Cassette - "Persuasive Interest"; Career Pictures: Public Service, The Lawyer, Marketing and Distribution-Sales; Occupational Outlook Quarterly; SRA, Job Family Series - No. 5, Jobs in Selling; Book, Salesmanship; Cassette - Advertising, Vocabulary Study of Legal Terms; Ideal Duplicating Master, Vocabulary Building No. 17; I Can Sell You Anything.

Resource Speaker: Mr. Nelson Kircher, Salesman, Continental Research Corp.; Lawyer; Local, State, or National Politician; Parents of Class Members.

Activities:

1. Study use and improvement of voice, diction, pronunciation, organization and preparation of a speech, purposes of speeches, and use of body in speaking.

2. Study techniques for the following speech types and present a speech of each type: Introduction, Giving Direction, Demonstration, Impromptu, Extemporaneous, Oration, After Dinner Speech, Campaign Speeches, Sales Talk, Poetry Reading, Humorous Reading, Prose Reading.
3. Compare skills we've learned with those needed for actual jobs by listening to available materials and resource speakers.
4. Have a parent from each student come to class. Have student tell what parent does. Why it's important and answer questions from group.

SUBJECT AREA: Dramatics

GRADE LEVEL: 10 - 12

Purpose: To improve skill in onstage and off stage performance.
To study the following careers: assistant director, actor-actress, stagehand, makeup artist, costumer, properties manager, advertising manager, business manager.

Materials: Occupational Outlook Quarterly; Scope Magazine (scriptwriting);
SRA Job Family Series - No. 14, "Jobs in the Performing Arts";
SRA Keys (filmstrips and cassettes) "Artistic and Musical Interests;
CWP Inc. (cassette) "Advertising - Careers Unlimited"
Career Pictures: Marketing and Distribution - Advertising, Communication - Radio Announcer, Broadcast Technician, Makeup Artist, Motion Picture, Fine Arts - Actor, Actress, Singer, Musician.

Resource Speaker: Recommend field trip to Pittsburg College for annual Drama Workshop, Field trip to dramatic production in nearby town.

Activities:

1. Actually produce a play for an audience with class members taking and performing jobs listed above in purpose 2.
2. From a book or story, write a script suitable for radio, TB, or a movie.
3. Do own advertising, ticket sales, and bookkeeping for play.

SUBJECT AREA: Grammar

GRADE LEVEL: 10 - 12

Purpose: Study in depth careers of English teachers, proofreaders, grammarians or interpreters.
Improve skill in correct usage of language.

Materials: Your Future in Translating and Interpreting; Plain English Handbook; Occupational Outlook Quarterly, Foreign Language Issue 1975; Jobs Abroad; Occupational Outlook Handbook; Soundsheet - Scope "Dialects";

Resource Speaker: Proofreader from newspaper; Interpreter, if possible.

Activities:

1. Proofread articles written for school newspaper.
2. Plan bi-lingual project involving foreign exchange student. Compare languages.
3. Study colloquial language - area dialects.

SUBJECT AREA: Practical English

GRADE LEVEL: 10 - 12

Purpose: To get practical experience and improve skills in letter writing, filling out business forms, understanding directions, and business language such as insurance, guarantees, and legal terminology.

Materials: Duplicating master - Ideal Vocabulary Building No. 17 - "Legal Terms"; "How To Get a Job" (transparencies and masters) Visual Materials, Inc.; Grammar Testbook, Writing Business Letters; Free materials from Mo. Employment Service; Adventures in Practical English.

Resource Speaker: Jolene Querry - Insurance Agent, Bankers - Elwood Liggett, Mr. Lash.

Activities:

1. Give an interview and be interviewed.
2. Fill out applications: job, social security, credit, etc.
3. Keep an uncomplicated file (possibly of various business forms we're using in class).
4. Write a letter of request, order, job application.
5. Have vocabulary study of legal terms.
6. Have business people show forms they are required to fill out.

SUBJECT AREA: Great Books

GRADE LEVEL: 10 - 12

Purpose: To promote an appreciation of reading as a leisure time activity.
To become acquainted with major authors, book awards, best seller lists, and book reviews.
To study in depth careers in the publishing business, printing and engraving, and in the library.

Materials: Cassette - "Printing and Engraving, Time Magazine Best Seller Lists, Almanac - book awards.

Resource Speaker: Area Librarian, Member Book Study Club, Field trip to a printing office, FSJC Library.

Activities:

1. Read a minimum of 5 full length books and discuss.
2. Study book reviews in magazines and newspapers.
3. Write a review of one of the books read.
4. Hear a presentation by a member of a book study club or a librarian.
5. Visit an area printing business.

SUBJECT AREA: Short Story

GRADE LEVEL: 10 - 12

Purpose: To get a better understanding of own values by discussing those of story characters.
To learn to adapt short stories into TV, Radio, or Movie Scripts.
To study in depth, a career in the media.

Materials: Scope - Script writing issue, Various Value Exercise Sheets

Activities:

1. Read and discuss 10 short stories.
2. Study major short story writers.
3. Write an original short story.
4. Transfer a short story into a script.
5. Values exercises to determine what is important to students.

SUBJECT AREA: Composition

GRADE LEVEL: 10 - 12

Purpose: To improve writing skills
To study careers in writing in depth comparing skills we learn with skills needed in these classes.

Materials: "The Fascinating World of Writers" (film, cassette, guide); "Advertising" (cassette); "Career as a Copy Writer" (filmstrip and record); Reading Beyond the Headlines (book); The Newspaper Comes to the Classroom (book); "Newspaper Careers" (posters); "People at Work - The Newspaper" (record and filmstrip); So Many Jobs to Think About; Professional Journalism; reams of paper and spirit masters.

Resource Speaker: Mr. C. A. Moore, Managing Editor of the Headliner Newspaper

Activities:

1. Produce a school newsletter to parents.
2. Produce writing and enter in area competitions.
3. Write to or for area newspapers.
4. Write for advertising.

SUBJECT AREA: Foreign Language

GRADE LEVEL: 9 - 12

Purpose: To prepare for the foreign exchange students who are non-English speaking.
To help students see the usefulness of foreign language and the job opportunities in industry, journalism, and marketing.
To learn the culture, as well as the language, of other countries.

Materials: Slides and films from foreign countries as supplied by the exchange student, Occupational Outlook Handbook, Your Future in Translating and Interpreting, "Beginning Conversational Spanish" (cassette)

Activities:

Upon finding out about the prospects for foreign exchange students, our students would research the culture and background, and in particular the language, of our future guests. Each student would be able to converse somewhat with our Foreign Exchange Student upon his arrival. After arriving, the students would undertake a different project, that of being a tour guide for the country of the exchange student. Each student would familiarize himself with a particular area of the country and be able to act as a tour guide to the other members of the class. Each member would take his turn presenting his part of the country to the class using the proper terms and language until all areas of the country had been toured. The foreign exchange student would supply the necessary slides and additional information as to culture and traditions to really make the entire class feel as though they had been abroad and visited the foreign land of their exchange student. This would also make the exchange student feel as though he were a helpful and necessary participant.

The student could also be helped to see that a foreign language is useful even though he is not planning to be an interpreter. Resource people could discuss the usefulness, as exemplified by the fact that many colleges require foreign language for certain degrees, how it would be beneficial when traveling to understand how many foreign people think and feel, how the knowledge of a foreign language helps to obtain certain jobs.

Field trips to nearby college campuses to tour the foreign language department would be useful in gathering information for a research paper to be written about jobs that require foreign language.

SUBJECT AREA: Library

Purpose: To acquaint the students with the Library of Congress method of library organization.
To acquaint the students with the Dewey Decimal System of library organization.
To acquaint the students with the many and varied duties of the librarian from the card index to story hour planning.
To assist in acquainting freshmen with the offerings of the school library.

Materials: "How to Study" (filmstrip and record), Getting Better Grades - (comic sheets), Grammar Textbooks, Troll Associates - The Filmstrip, Occupational Outlook Quarterly.

Activities:

Selected students would be given a lengthy and detailed course in how the Library of Congress and the Dewey Decimal Systems operate. Their group project would be to make a miniature model of how they would re-arrange the present library for our school, showing locations of all the facilities and choosing one of the above systems for operating their library. They would be required to justify all the decisions made as to changes. The library would then be changed (as much as possible) using present location and facilities to fit the model.

These students would then become "Assistant Librarians" fulfilling such duties as shelfing books, being responsible for book check-out and return and keeping all records pertaining thereto, assessing fines, and helping other students locate the materials they need. They could also hold a "story hour" for the elementary students on a regular basis. This would acquaint each student briefly with the many duties of and functions of the librarian.

These students could also hold a special two-week class for the freshmen each year to help familiarize these new students with the locations of materials and, in general, to acquaint freshmen with the location of library facilities.

The freshmen would be given worksheets to cover the card files, book location, encyclopedia work, audio/visual machine operations, vertical file, etc. This class would be designed to help them locate materials for their high school work.

SUBJECT AREA: Music

Purpose: To acquaint the students with the job of a professional musician.
To acquaint the students with the operations of a broadcasting business.

Materials: "The Professional Musician" (filmstrip and record), "Working as a Broadcast Technician" (2 cassettes), Career Awareness: Study Prints - "Modern Workers", Job Family Series No. 14 - "The Performing Arts", Popeye Comics - "Communication and Media" and "Fine Arts and Humanities", Career Pictures: "Communication and Media" and "Fine Arts and Humanities".

Activities:

To familiarize the students with the job of a professional musician, each student would view the film "The Professional Musician". He would also write a short lyric to a song and later be asked to put music and lyric together. Field trips to concerts in Kansas City, Joplin, and Pittsburg would be planned. A band or a member of a band could be guests of the school to speak about the life of a semi-professional msuician.

To familiarize the students with the broadcasting area, the cassettes "Working as a Broadcasting Technician" would be utilized. The student would be asked to record a tape 15 minutes in length, to be played for the class doing his or her own commercials, giving a short news capsule and playing music of his or her liking. This could be either audio or audio/visual.

The students would then tour a television station to see the complexities of the broadcasting industry.

RESOURCE MATERIALS

Here is a list of several materials that are available in the Hume School. They are listed in the following order:

Library Books . . . . . Library
Pamphlets . . . . . .Library - Vertical File
Leaflets for Distribution . . . . .Career Resources - Guidance Office
Filmstrips. . . . . " " " "
Cassettes
Records
Posters
Filmstrip: Cassette or LP set
Transparencies
Duplication Books
Bulletin Board Ideas
Kits

BOOKS - 4-8

Rolling Wheels of Work
Please Protect the Porcupines (conservation)
The World of Banking
The Look at Book of Transportation
The World of Rice
Crystals
The First Book of Salt
The Story of Gems and Semi-Precious Stones
The First Book of Wool
Tools: Shapes of Civilization
The Marvel of Glass
The First Book of Lumbering
How Automobiles are Made
War in our World
Lets Find Out About Bread
The Story of the Camera
How Books are Made
Rubber
How Paper is Made
The Story of Dams

BOOKS - K-3

Lets Explore Our Neighborhood
Lets Go to the Newspaper
Lets Go to the Library
Lets Go to the Police Station
Lets Try to Stop Water Pollution
Lets Go to the Telephone Station
Lets Go to the Airport
Lets Go to the Rocket Base
Lets Go to the Supermarket
Lets Find Out About Firemen
Lets Go to Watch a Building Go Up
This is an Airport
Lets Go to a Firehouse
Lets Go to a Supermarket
Lets Find Out About School
Lets Find Out About Magnets
Lets Find Out About Policemen
Lets Find Out About Wheels
Machines
Machines At Work
What is a Simple Machine

Coping With Series: These are small paperback books with subject areas in the personal, health, or value areas.

Facts and Fantasies About Drugs
Facts and Fantasies About Alcohol
Facts and Fantasies About Smoking
Some Common Crutches
The Mind Benders
Alcohol as a Crutch
Food as a Crutch
Living With Differences
You Always Communicate Something
Understanding the Low of Our Land
Can You Talk With Someone Else?
Easing the Scene
In Front of the Table and Behind It
To Like and Be Liked
My Life - What Shall I Do With It?
Do I Know ME Others See?
Crises Youth Face Today
Changing Roles of Men and Women
Coping With Cliques
I'd Rather Do It Myself, If You Don't Mind
Living With Loneliness
Parents Can Be a Problem
Grades, What's So Important ---
About Them Anyway?

Elementary:

People at Work (Set 1 - Cassettes and filmstrip)

- People at Work in Construction
- People at Work in Community Service
- People at Work in Food and Clothing
- People at Work in Your Neighborhood

People at Work (Set 2 - Cassettes and filmstrip)

- People at Work in Transportation
- People at Work in Communications
- People at Work in Offices and Factories
- People at Work in Sports and Entertainment

Mothers Work, Too (filmstrips)

- My Mother Works in the Drug Store
- My Mother Works in an Office
- My Mother is a Waitress
- My Mother Works in a Bank
- My Mother Works at Home
- My Mother is a Dental Assistant

Fathers Work, Too (filmstrips)

- My Dad Works in a Supermarket
- My Dad Works in a Factory
- My Dad is a Carpenter
- My Dad Works in a Service Station
- My Dad Works in a Shoe Store
- My Dad is a Moving Man

Grades 4-6:

Books:

Everywhere We Go, Seeing Ourselves, The People Around Us
First Book of Archeology, First Book of Supreme Court, First Book of Congress

Grades K-3:

SRA Workbook - "What Could I Be?"

Grades 4-6:

Posters Modern Workers for Career Awareness (18 study prints and teacher's guide)

Books:

- The World of Work
- How to Think Logically
- The Newspaper Comes to the Classroom
- Opportunities in Mathematics
- Adventures in Practical English
- Reading Beyond the Headlines

Grades 4-6, and General:

SRA Job Family Series (booklets)

- #1 Jobs in Science
- #2 Jobs in Mechanical Work
- #3 Jobs in Outdoor Work
- #4 Jobs in Technical Works
- #5 Jobs in Selling
- #6 Jobs in Clerical Work
- #7 Jobs in Engineering
- #8 Jobs in Mathematics
- #9 Jobs in Building Construction Trades
- #10 Jobs in Health
- #11 Jobs in Agriculture
- #12 Jobs in Art
- #13 Jobs in Publishing
- #14 Jobs in the Performing Arts
- #15 Jobs in Psychology
- #16 Jobs in Unusual Occupations
- #17 Jobs in Consumer and Homemaking
- #18 Jobs in Education
- #19 Jobs in Social Work
- #20 Jobs in Electronic Data Processing

General:

Scope Visuals 16 Career Crosswords (Transparencies and Spiritmasters)
How to Get a Job (Workbook in Language Arts)(Transparencies and Spiritmasters)
How to Get a Job and Keep It
Emphasis - Career Education Magazine (sample magazine)

Social Studies:

Skill Development in Social Studies - 20 Deciding, (Student's Book)
Deciding (Leader's Book)
Me & Jobs (Workbook) 20 - Me & Jobs (Teacher's Guide)
Life Careers (Game Kit)

Business: ESA Graphic Aids
1 set of posters (6) Do's and Don'ts in the Modern Office
1 set of posters (4) Banish the Gremlins from Typing Class
1 Secretary Career Kit

Health and Science:

Record, filmstrips, and handbooks -

Jobs in Health Service	Nurses Aid
Optometric Assistant	Medical Laboratory Assistant
Optical Technician	Dental Assistant
Medical Photographer	Dental Laboratory Technician
Radiology Technician	

Language:

Books: (Richard Bosen Press)

Your Future in Printing	Your Future in the New World of Communication
Your Future in Publishing	Your Future in Salesmanship and Sales Management
Your Future in Translating & Interpreting	

So Many Jobs to Think ABout - Set 2 - News Reporter
I Can Sell You Anything by Carl Wrighter (Book)
Dic-tion-ar-y Skills (Workbook)
A Career as a Copywriter (filmstrip, record, teacher's guide)
Careers Unlimited cassettes - "Advertising", Printing and Engraving"
People at Work - The Newspaper (1 filmstrip, cassette, 10 student booklets)
Newspaper Careers (Posters)

9th Grade:

Career Discussion Workbooks (several copies available)
U. S. Department of Health, Education, and Welfare

Special Education:

Scholastics Discovery Career Education Program
(8 filmstrips, 8 cassettes, 30 student workbooks)

Leaflets:

Majoring in History, U. of Mo. at Columbia; Need Information ABout a Career?
If Only I Could Get Some Household Help!; Careers in Dental Hygiene

Pamphlets:

How to Prepare Yourself for Job Interviews

Books:

How and Where to Get Scholarships and Loans; The Teenage Employment Guide

Booklet on Summer Jobs

Pamphlets:

Social Science - 34 copies
Math - 33 copies
Your Job As a Repairman or Mechanic - 46 copies
Science - 31 copies
English - 34 copies
Literal Arts - 34 copies

Booklets:

A Letter from Walter - A Letter from Jeannie 5 copies

Book:

Career Opportunities in Music - American Music Conference

Public Affairs Pamphlets:

Venereal Diseases: The Silent Menace
The Rehabilitation Counselor
What to Expect From School Counselors
Parent-Teenager Communication
Bridging the Generation Gap
Mates and Roommates - New Styles in Young Marriages
Talking to Preteenagers About Sex
Helping the Slow Learner
What About Marijuana?
The Unmarried Mother
Drug Abuse and Your Child
Help for your Troubled Child
Woman's Rights - Unfinished Business
Parents and Teenagers
Homosexuality in our Society

9 - 12

Arco-Rosen Career Guidance Series:

Airconditioning and Refrigeration
Welding
Your Own Business
Secretary
Restaurant and Food Service
Hotel Management
Home Economics
Beauty Business
Forestry
Automotive Service
Medicine Makers
Meet the Mayor of your City
Living with One Another
Pilot
High Fidelity Industry
Electronic Technology
Medical Technology
Physican
Photography
Banking
Jobs Abroad
Federal Government
Scissorcraft
Candlemaking
Enamel Without Heat

Career Picture Poster Sets with teaching aids:

The Hospital: Assembly Line Worker, Civil Engineer, County Health Inspector, Helicopter Ambulance Pilot, Housekeeper, Insurance Agent, Management Engineer, Medical Librarian, Microbiologist, Photographer, Pollution Technican, Public Relations Worker, Receptionist, Salesworker, and Surgical Team.

Health: Dentist, Eeg Technican, Licensed Practical Nurse, Public Health Educator, Pharmacist, Nursing Aide, Physical Therapist, Psychiatric Social Worker, Medical Technologist, and Physican.

Agri-Business: Farmer, Food Scientist, Agricultural Inspector, Petroleum Driller, Mining Engineer, Forester, Game Warden, Fruit Buying Grader, Irrigation Worker, and Botanist.

Public Service: Lawyer, Mail Carrier, Armed Services Recruiter, Sanitation Worker, Urban Planner, Town Clerk, Fire Fighter, School Teacher, Police Officer, and Librarian.

Fine Arts and Humanities: Dancer, Architect, Actor, Actress, Sculptor, Rabbi, Singer, Musician, Commercial Artist, Museum Guide, and Minister.

Consumer and Homemaking: Dietician, Fashion Designer, County Home Demonstration Agent, Insurance Underwriter, Budget Consultant, Food Chemist, Interior Decorator, Foods Product Tester, Head Start Teacher, and Clothes Buyer.

Marketing and Distribution: Market Master, Advertising Worker, Market Research Analyst, Store Manager, Peddler, Cashier-Checker, Retail Sales Worker, Service Station Attendant, Demonstrator, and Stevedore.

Business and Office: Secretary, Bank Teller, Computer Programer, Real Estate Broker, Insurance Agent, Executive, Office File Clerk, Personnel Counselor, Accounting Clerk, and Receptionist.

Personal Service: Chef, Housekeeper, Child Care Attendant, Dry Cleaner,Chauffeur, Tailor, Yard Keeper, Reducing Salon Attendant, Cosmetologist, and Dog Groomer.

Environmental Control: Noise Technician, Radiation Monitor, Sewage Plant Operator, Soil Scientist, Exterminator, Entomologist, Traffic Engineer, Wildlife Refuge Manager, Meteorologist, and Forestry Aide.

Marine Science: Dock Worker, Dredge Operator, Undersea Mineral Extractor, Marine Geophysicist, Marine Engineer, Salvage Diver, Marine Biologist, Pot or Trap Fisherman, Marine Architect, and Fish Culturist.

Communication and Media: Make Up Artist, Newspaper Reporter, Radio or Television Announcer, Satellite and Laser Worker, Broadcast Technician, Telephone Operator, Motion Picture Director, Television Camera Technician, Telephone Lineworker, and Free-Lance Writer.

Construction: Carpenter, Electrician, Civil Engineer, Grader Driver, Roofer, Welder, Plumber, Carpentry Teacher, Paver Driver and Surveyor.

Leaflets About Careers - U. S. Department of Labor, Bureau of Labor Statistics:

The Outdoor - 35 Copies
Foreign Languages - 30 Copies

Home Economics:

Books: Opportunities in Clothing
Food Service Careers
Caring for Children

The People Profession: Careers in Home Economics (Record, filmstrip, and discussion guide)

Posters: Careers in Home Economics

Science:

A Generation in Search of a Future (Record)

Ecology Careers (Posters)

Math:

Career Math (Workbook in Math) (Transparencies and Spiritmasters)
Posters: Geometry in Occupations, Arithmetic in Occupations, Algebra in Occupations.

Music:

Man and His Music (Record, 2 filmstrips and teacher's guide)

Physicial Education:

Careers in Athletics (Posters)

General:

New Reader's Press, Reading & Living

- How to Read Newspapers
- How to Read Personal and Business Papers
- How to Use the Telephone
- How to Use the Dictionary and Other Reference Books
- How to Read and Write Business Letters
- How to Read and Write Personal Letters
- Instructions on Safety
- How to Read Signs
- How to Read Maps

Filmstrips and cassettes:

- SRA Keys, Career Exploration
- Social Service Interest
- Artistic and Musical Interest
- Persuasive Interest
- Clerical Interest
- Overview
- Outdoor Interest
- Computational Interest
- Literary Interest

Books:

- Working by Studs Terkel
- Success With Words
- Weighing Arguments
- 1975 Consumer Buying Guide

Career World Magazine:

- Careers in Trucking
- Recreation Careers
- Occupational Outlook Handbook
- Repair Persons and Mechanics
- Jobs in Journalism

Popeye Comics:

- 5 Popeye and Public Service Careers
- 5 Popeye and Construction Careers
- 5 Popeye and Agri-Business-Natural Resources Careers
- 5 Popeye and Marketing and Distribution Careers
- 5 Popeye and Communications and Media Careers
- 5 Popeye and Personal Service Careers
- 5 Popeye and Consumer and Homemaking Careers
- 5 Popeye and Environmental Careers
- 5 Popeye and Manufacturing Careers
- 5 Popeye and Health Careers
- 5 Popeye and Transportation Careers
- 5 Popeye and Hospitality and Recreation
- 5 Popeye and Marine Science Careers
- 5 Popeye and Business and Office Careers
- 5 Popeye and Fine Arts and Humanities Careers

Posters:

- Getting a Job
- How to Live With Yourself
- Posters for Modern Workers for Career Awareness (18 study prints, teacher guide)

Other materials that become available will be located in the Guidance Office and those who might use it will be contacted.

The following individuals and businesses are available for field trips or as resource persons:

Kris Jenkins
Area Home Economist
University of Missouri Extension
Box 111
Butler, Missouri 64730

Randy Bell, Editor
Rich Hill Mining Review
Box 49
Rich Hill, Missouri 64779

Elwood Liggett
Hume Bank
Hume, Missouri 64752

D. N. Hewett, Vice President
Western Insurance Companies
14 East First
Fort Scott, Kansas 66701

Paul Moudy, Staff Assistant
Osage Valley Electric Coop.
Butler, Missouri 64730

Wm. V. Mullies
Postmaster
U. S. Postal Service
Hume, Missouri 64752

Claudette Jensen, R. N.
Acting Administrator
Bates County Public Health Center
4 West Pine
Butler, Missouri 64730

Garyl Coleman
Telephone Repairman
Prescott, Kansas

Arthur Gillette
Fire Fighter
Kansas City Fire Dept.
6006 Red Bridge
Kansas City, Missouri 64134

Betty Shirley, R.N.
Nurse Administrator
Practical Nursing Class
900 West Ashland
Nevada, Missouri 64772

B. D. Thornton, Mgr.
KMAM/KMOE-FM Radio Stations
East Nursery Street
Butler, Missouri 64730

L. D. Friedly, Dist. Conservationist
Soil Conservation Service
P. O. Box 188
Butler, Missouri 64730

Norma Culbertson
Plant Manager
Nelly Don Apparel, Inc.
Highway 71 North & Highland
Nevada, Missouri 64772

More information as to time and preferable dates is in the Guidance Counselor's office.